



# Remote Learning

## Blue Coat Church of England Academy

### Remote education provision: information for parents/carers

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

#### **The remote curriculum: what is taught to pupils at home**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

#### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

Work will be set for individual classes using Show My Homework. Pupils will be able to access the tasks set and teachers will monitor completion and feedback regularly.

#### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, it is likely to be difficult to replicate the teaching of practical work in subjects such as technology and P.E. A timetable of live lessons will be established. The timetable will be devised to spread lessons across the day for pupils of different ages, this is to accommodate families where devices are being shared. Pupils will then be expected to complete the tasks set on Show My Homework around the commitment to live lessons.

#### **Remote teaching and study time each day**

##### **How long can I expect work set by the school to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3	5
Key Stage 4	Minimum of 5 – pupils may engage for additional time when working on extended pieces of work, to complete independent study or when preparing/completing assessments.
Key Stage 5	Minimum 5 – students may engage for additional time when working on extended pieces of work, to complete independent study or when preparing/completing assessments. Students are also encouraged to engage in activities to support applications for the next stage in their educational journey. This could include universities, colleges and apprenticeship providers.

## **Accessing remote education**

### **How will my child access any online remote education you are providing?**

Show My Homework will be used to record details of the tasks and assignments to be completed by pupils. These tasks are set for individual classes and engagement is monitored by class teachers. Live lessons will be completed via Microsoft Teams and pupils will be able to view lessons arranged via this platform and an outline schedule will also be published on the school website.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We have been provided with enough laptops by the Department for Education to serve about 20% of the pupil population at Blue Coat. Almost all of these are loaned on a short-term basis, for one half term. They are expected back in excellent condition at that point.

We have enough dongles to serve 1% of the pupil population, so cannot provide data access with every laptop which we loan to pupils. Instead, we can support you to seek improved mobile data service from your provider, using the survey link below:

<https://www.surveymonkey.co.uk/r/XRG3M5R>

We have secured enough data SIMS to serve about 10% of pupils, as long as pupils have access to a phone which can take this.

We are not offering paper packs to pupils following poor return rates, and concerns over the cost of production, environmental impact and the logistical difficulties of getting these into homes.

**Contact: [homework@bluecoatacademy.org](mailto:homework@bluecoatacademy.org) with any difficulties accessing home learning, or get in touch with your child's Head of Year.**

### **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

A range of approaches will be used to support remote teaching and learning, including live teaching via Microsoft Teams. Students will receive at least one live lesson in most subjects, per week. This will be supplemented by tasks and associated resources shared via Show My Homework. These resources will include video/audio recordings, such as narrated PowerPoints, both made and sourced by teachers from sites such as Oak National Academy.

Long term project work and internet research activities, linked to a range of subject areas, aimed at developing a love of lifelong learning and the skills that underpin it, including leadership, organisation, resilience, initiative and communication, will also be provided to enrich students' remote learning experience.

In relevant curriculum areas, we will make use of commercially available websites, such as Mathswatch, Kerboodle (Science) and EMag (English Literature). Teachers will guide students in the use of such resources, setting relevant content/activities and maintaining an overview of progress using associated assessment tools, in order to adapt live lessons, provide modelling and instruction and to direct subsequent learning to ensure that students make progress.

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

The school expects parents to support their child's education, ensuring that they are following the live lesson timetable on a daily basis. Parents should set clear routines and boundaries for their children, encouraging them to be awake and ready to learn. We advise that parents regularly discuss lessons and the work that has been set, to identify if their child needs support or requires help organising their workload. Finally, to ensure the school can monitor student progress, there is an expectation that all student work is completed and sent into school. The school and parents should work in partnership to ensure that work is completed to a high standard.

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Attendance and engagement in lessons is closely monitored by staff during live lessons on a daily basis. If there are concerns, regarding students not attending lessons or work not being completed, then parents will be contacted. Text messages, phone calls and even home visits may occur in order to support families with ensuring students do not fall behind.

### **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- During live lessons, teachers will provide verbal feedback to individuals and to whole classes. Whole class feedback may be informal or formal, using one of the Academy's 'whole class feedback templates'.
- Polls, forms or quizzes, marked automatically via digital platforms, may be used to identify pupil strengths, areas for development and misconceptions, to inform subsequent teaching and learning activities.
- Where tasks demand it, more comprehensive teacher feedback will be provided in the form of voice notes or typed comments directly onto the child's work (where possible) or via Show My Homework, email or Microsoft Teams.
- Pupils will receive regular feedback on their work. Personalised feedback via either teacher comment or automated digital platforms, dependent upon the subject and the needs of the individual, will be provided at least fortnightly.

### **Additional support for pupils with particular needs**

#### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils. Blue Coat Church of England Academy takes a pupil centred approach when planning remote learning and the individual needs of the student are vital. Teachers have time to use the pupil's Individual Education Plans to plan and prepare appropriate lessons and resources as well as considering the home environment and how this will impact upon their learning. In order to reduce anxiety levels, we ensure that routines are established for pupils and adhered to; a timetable has been published in advance and is close to the individual's timetable and resources are uploaded prior to the lesson so pupils know what to expect beforehand.

We try and replicate the support given to SEND pupils; Teaching Assistants are assigned to TEAMS in order to support pupils within the remote sessions, using the chat function to support individuals with any questions they may have about the work, giving instant feedback to help with progress as well as praise to motivate the individuals. This replicates the support they would get in school. For students with additional needs, including those with English as an Additional Language, additional live 'drop in' sessions, led by Teaching Assistants, may be used to provide social, emotional and academic support as required.

All pupils have daily contact with their Form Tutor who talks to the individuals and finds out what is working well and the challenges they are facing. If there are any challenges, then these are reported and addressed appropriately by the correct member of staff e.g., class teacher, Head of Year, or the SENDCo. The SENDCo has at least weekly contact with pupils, parents and carers with an Education Health and Care Plan who are not attending school. This is a meaningful conversation which allows school to support both the pupils and the parents with remote learning and to ensure everyone is happy and learning is taking place.

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

The work set for students who are self-isolating will follow a well-structured curriculum, planned to ensure that students should not fall behind their peers. Meaningful work will be set by all subjects, with regular feedback given. A range of different learning opportunities may be offered, dependent on activities that are planned for the majority of the peer groups that remain in school. Approaches may include access to live lessons, power points with voiceovers and teaching material placed on Show My Homework.