

# Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or 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?

To support remote learning, when students are unable to be in school, we have created year group maps for years 7-11 that outline our curriculum for the learning that will take place over the school year. Due to the breadth of subjects available at A Level, and the more refined set of subjects studied, the Online Curriculum will be available in individual documents for each subject. [Blended Curriculum - Brooke Weston Academy](#)

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, in coursework or practical lessons. If students are absent from school for longer periods of time, they should send their coursework to teachers for feedback as they go along. Additional time to complete practical work will be scheduled later in the year whenever possible.

## 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 and 4	We have sets work that is of equivalent length to the core teaching students would receive in school in the full range of their timetabled subjects. This equates to at least 5 hours of teaching a day for all students. We expect all students away from school for longer than 1 or 2 days to
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	follow their usual timetable. Any live lessons will be 45 minutes in length, with an additional 15 minutes following the teacher directed time for independent study. Some lessons, such as PE will be taught using demonstration videos.
Key Stage 5	In Key stage 5, students have 5 hours of teaching time per subject. Any live lessons will be 45 minutes in length, with an additional 15 minutes following the teacher directed time for independent study. Students will be expected to complete any exercises or homework tasks in their own time. Students taking formal examinations should also be completing their own independent revision each week.

## Accessing remote education

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

We are using Microsoft Teams as our remote education platform. Guidance on how to access and use Teams can be found here [Our Students - Brooke Weston Academy](#)

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:

School leaders have made suitable alternative arrangements to minimise the impact of these limitations, by providing pupils with devices and/or internet access.

On the return to school in August, an audit of the online access and devices at home was undertaken and laptops provided to students that indicated they did not have this provision at home.

This is built on each week by the curriculum team who make contact when live lessons are not attended or online work submitted. If IT is a barrier here then laptops are provided or if not possible, students will be invited to work in school during this period of National lockdown.

Outside of National lockdown, our capacity to enable students to work at home is sufficient and any groups sent home are sent with laptops if required.

How will my child be taught remotely?

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

Remote learning is predominantly live direct teaching time from academy staff or pre-recorded activities by teachers for students to complete, alongside time given for pupils to complete tasks and assignments independently.

## 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?

It is our expectation that students engage with remote learning in the same way as they would engage with work in school.

Attendance will be recorded for each lesson as it is in school.

Where possible, students should work in an environment free from distraction, and in school policies such as no phones in lessons should still be adhered to.

Behaviour should reflect in school expectations and students should not use chat functionality within Teams inappropriately.

There are clear rules for behaviour during remote lessons and activities. Students know them and teachers monitor and enforce them.

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

The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.

Attendance to tutor time at the start of the day and attendance in lessons will be tracked by tutors, teachers

Daily phone calls are made to all students who do not attend their live lessons for the day or complete the registration quizzes for any pre-recorded lessons.

There is a weekly report that indicates which work has been completed and if any is outstanding.

Communication regarding concern over engagement or behaviour in lessons will be communicated only where necessary.

Formal feedback to students from staff on areas to develop takes place twice termly, this can be verbal or written feedback.

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:

The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.

<p>Secondary school-aged pupils not working towards formal qualifications this year</p>	<p>Students will be set one assignment per subject per week. The assignment take the form of an online quiz, activities set via external platforms (such as Hegarty Maths) or traditional written work which is to be submitted via Teams. As live lessons will be 45 minutes in length, the remaining 15 minutes should be sufficient to complete this work, but at times additional time may be required in students' own time. Students will receive feedback weekly, which may be in the format of immediate feedback from online quizzes, whole class feedback on activities or personalised comments on student work. Teachers may also adopt approaches in live lessons to provide feedback as students learn.</p>
<p>Secondary school-aged pupils working towards formal qualifications this year</p>	<p>Students will be set at least one assignment per subject per week. The assignment take the form of an online quiz, activities set via external platforms (such as Hegarty Maths) or traditional written work and examination style questions which is to be submitted via Teams. Assignments may include multiple activities or tasks which reflect the normal amount of work that students would receive as homework and independent study when in school. In some subjects, particularly at A Level, students may receive more than one assignment per week, for example where students have more than one teacher delivering different aspects of the course. Students will receive feedback weekly, which may be in the format of immediate feedback from online quizzes, whole class feedback on activities or personalised comments on student work. Teachers may also adopt approaches in live lessons to provide feedback as students learn.</p>

## **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 in the following ways: Our plan below is our approach whenever possible, but at times may be reviewed dependant on staff requirements.

Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.

All students with an Education Health and Care Plan that would access **1:1 support from a Teaching Assistant in the classroom** will continue to have this remotely as their Teaching Assistant is part of the student's class Team. Therefore, the Teaching Assistant will access the live lessons alongside the student.

All students with an Education Health and Care Plan that have **1:1 lessons with a member of the Teaching Staff** will continue to have this support via Teams.

All students with an Education Health and Care Plan that have **1:1 lessons with a Teaching Assistant** will continue to have this support via Teams.

All students who would normally attend an intervention session will continue to have work set remotely and lead by the Teaching Assistant responsible for that group.

Welfare checks will be conducted with the families of all students with EHCP's and other vulnerable students with SEND. These calls will be carried out at least weekly and in most cases they will take place daily. The list is not exhaustive and the SEND team will be agile to support students who are less willing or unable to access the remote education.

An alternative curriculum will be developed for students who are unable to access the curriculum that most students would be following. This will be created in conjunction with the SEND department and subject specialist and either sent home in a paper format or set on Teams.

The tracking of attendance of students with SEND on the use of the remote education will be conducted by the student care team and calls will be followed up for those who are not accessing it as often as non SEND students.

For students with physical disabilities communication with external agencies continued and specialist equipment within school was delivered back to the home. Alternative physiotherapy was arranged which could be carried out by the parents. Therapists made contact with both children.

## 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?

For individual students unable to be in school they may still be able to follow the live lesson programme or watch the lessons as recordings. Where this is not possible, we have created year group maps for years 7-11 that outline our curriculum for the learning that will take place over the school year. Due to the breadth of subjects available at A Level, and the more refined set of subjects studied, the Online Curriculum will be available in individual documents for each subject. [Blended Curriculum - Brooke Weston Academy](#)