



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.

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?

While we try to transfer your child's learning from in-school to remote education it may not be immediately possible for him/her to access the online learning platform, where this happens hard copies of work from core subjects will be sent home either with your child or delivered on the same day.

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 to some of the slides and activities during some lessons to make them more readily accessible to remote learners; this will not adversely affect the outcomes expected of your child as they will still be following the same sequenced curriculum as in school.

Remote teaching and study time each day

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

Key Stage 3	5 hours
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We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Accessing remote education

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

Broadwalk has opted to use Microsoft Teams as its preferred online platform. There are many advantages to our pupils of choosing this, one being that our school already uses RM Unify which allows access to the whole office suite for pupils as well as extended cloud storage. It also allows us to use pre-recorded video via Microsoft Stream and to use interactive Forms for assessment and knowledge checking. Pupils also have access to a Microsoft Outlook email account which can be used to contact every teacher. Microsoft Teams allows us to create virtual classrooms which invited pupils can access for their timetabled lessons. Currently we are using pre-recorded lessons with a view to using some 'live' blended teaching and school community activities such as assemblies and school council meetings; as pupils use MS Teams already we will be able to facilitate this through use of webcams and microphones – this will allow your child to still feel connected to the school.

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 a number of DfE laptops that can be issued where no devices are available at home. Discussions will be held with parents regarding facilitating online remote education and where a laptop is required one can be delivered to a child's home; upon receipt both parents/carers and pupils must read and sign a loan contract (this also incorporates safety and online safety policies as well as wellbeing and more practical aspects of learning from home such as what a good learning environment looks like). User guides are provided for accessing online portals and a member of staff is always available to talk through any technical issues.
- Where there are issues with internet access, we can provide, where appropriate 4G routers or data top up bundles for parents who already have data packages, but which are insufficient to enable online remote learning.
- Printed materials e.g. support resources, workbooks, worksheets, reading books will be delivered weekly (Friday)
- Work completed will be picked up during the weekly delivery of printed materials, marked and feedback given via MS Teams.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Pre-recorded lessons by staff at Broadwalk; these are in-line with what pupils who are still working in-school are undertaking and therefore no discrepancy is formed due to remote education where the curriculum is concerned.
- recorded teaching by third parties recognised by the DFE e.g. Oak National Academy, BBC Remote Education Offer
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities
- Independent learning activities that are part of the school day but not 'online' e.g. food technology cooking sessions, PE and exercise sessions

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?

- Pupils are expected to login to MS Teams 3 times a day for their timetabled remote education lessons. The subject teacher will be available throughout the lesson and will upload both a greeting and the recorded lesson for that time. Pupils should acknowledge the greeting so that attendance can be taken. Pupils will be given tasks to do throughout the recorded lesson and some will continue into independent study time. All tasks are expected to be completed the same day; any issues with this can be brought to the attention of the teacher or a child's nominated welfare mentor. A more detailed list of expectations will be discussed and emailed to you when your child begins remote education.
- No one expects parents to act as teachers, or to provide the activities and feedback that a school or nursery would. Parents and carers should do their best to help children and support their learning by helping to organise their time ensuring that pupils attend their timetabled remote lessons, complete tasks and submit them on time and notify school where this may not be possible. Information on mental health and well-being as well as other guidance for parents can be found here: [https://www.gov.uk/guidance/help-secondary-school-children-continue-their-education-during-coronavirus-covid-](https://www.gov.uk/guidance/help-secondary-school-children-continue-their-education-during-coronavirus-covid-19)

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

- Pupils will have individual weekly engagement trackers that record individual remote lesson attendance as well as any work submitted, and feedback sent. Teachers and support staff who are in attendance throughout the recorded lessons will actively engage pupils in conversation via progress questions posed throughout the session.
- Teachers or support staff will contact parent/carers if a pupil is not in attendance after 15 minutes of the lesson starting. If there is a reason a pupil may not be attending all day, then this will form part of the daily record so that parent/carers are not being contacted unnecessarily.
- Where parent/carers are uncontactable then the case will be escalated to our family liaison. If no contact can then be made a home visit will take place – this maybe supported with the attendance of an Education Welfare Officer.

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:

- Instant feedback via automatically marked assignments where appropriate
- Interactive question forms throughout pre-recorded lessons which once submitted are available for teachers to offer feedback and return to pupils for further development where necessary.
- Pupils are asked, where possible, to take photographs or scans of their work and upload it or send it to teachers via MS Teams classroom or emailing it to the teacher so that feedback can be given.
- Supporting paper based material and resources will be delivered weekly and at this point any paper based work that has not been submitted digitally can be collected for marking and feedback
- Feedback will be given at least weekly.

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:

- A member of teaching staff and support staff is available throughout the online sessions
- A member of welfare/pastoral staff will be nominated to support you with a range of concerns that may not specifically be related to academic education
- Accessibility features can be enabled to help pupils who may have difficulties using digital device, these can include text-to-speech, magnifiers, coloured screen filters

Remote education for self-isolating pupils

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

Due to our in-school and remote education curriculum being aligned, this will not affect your child's access to our well-balanced and sequenced lessons. As mentioned earlier, some of the activities and presentations have been adapted to allow for them to be more remote education friendly however it will be the same content being taught as if your child was in-school and they will still be working towards their individual KPIs.