Breckland School Remote Education Policy

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 to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

Remote education: overarching principles

- Curricular alignment: remote plans follow precisely the same sequence as face-to-face enactment of the curriculum.
- High quality resources that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of videos and nationally produced resources such as the Oak Academy resources.
- Feedback and assessment of learning should remain regular, in line with normal curriculum expectations

Remote learning in the event of extended school closure

In the event of an extended school closure at whole school level, the school will provide continuity of education in the following ways:

a) Regular direct instruction from teachers, with the potential for students to ask questions online (via student email)

b) The setting of specific tasks for students to complete

c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided (e.g. via Microsoft Teams)
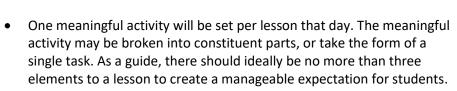
All work will be set on Go4Schools.

Remote Learning Principles

- The key principles of remote learning follow our model for teaching and learning. The fundamentals of teaching a remote lesson are the same as teaching a classroom lesson and should follow the Breckland Basic principles.
- Presenting new material in small steps, revisiting prior learning, giving a clear purpose through teacher explanation and demonstration, guided practice through modelling/scaffolding, independent practice, and feedback, are still fundamental to effective learning even when it is in a remote situation.

Setting work in full closure

- Heads of Faculty will monitor the home learning set on Go4Schools to ensure expectations set out in this policy are being met.
- Work for the day will be set on Go4Schools as a 'homework' by 8.30 the morning of the lesson unless there is short notice of closure in which case it will appear the day of the lesson.
- The task on Go4Schools may direct students to Microsoft Teams for the lesson work.

- One meaningful activity will be set per lesson that day. The meaningful activity may be broken into constituent parts, or take the form of a single task. As a guide, there should ideally be no more than three elements to a lesson to create a manageable expectation for students.
- Staff will set remote work with a set date and due date of the date of the lesson to ensure tasks are ordered sensibly on students' Go4Schools.
- Virtual face-to-face teaching (via Microsoft Teams) will not be directed unless the length of closure is set to exceed a half term when this will be offered in addition to recorded teaching and independent tasks.
- Meaningful activity: linked to the curriculum sequence, of suitable challenge, includes helpful scaffolding or support resources, and takes an anticipated 30-45 minutes for the average student to complete. Use of GCSEpod or Oak National academy to support online learning and teacher narration over powerpoints is encouraged.

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?

In the event of full school closure, the remote education that we will immediately make available will include teacher set tasks for students to complete independently. These will include all curriculum subjects and will be in line with the usual timetable of lessons. Alternatively, Heads of Faculty may set up some generic but curriculum relevant (current topic) tasks to be distributed to students requiring work so class teachers do not need to create anything specific.

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 if appropriate. However we have needed to make some adaptations in some subjects. For example, some of our practical subjects such as PE, Art, Drama, Music and Design Technology may not be able to offer group practical activities remotely as they can in the school setting. Where this is the case, teachers provide alternative work that still relates to the current curriculum.

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 5 hours each day. This is in line with 5 x 1 hour lessons each day for key stages 3 and 4.

Accessing Remote Education

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

All remote education is set using the online platform Go4Schools. Other online platforms may include Microsoft Teams and Oak National 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:

Students and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material. The school also recognises that not all families will have access to a laptop or desktop PC. If this is the case, the school may be able to loan a laptop to the student.

How will my child be taught remotely?

We use a combination of the following approaches during full school closure to teach pupils remotely:

- Live teaching (online sessions on Microsoft Teams)
- Recorded teaching (video and audio recordings made by teachers)
- Independent teacher set tasks
- Websites supporting the teaching of specific subjects including videos (e.g. Oak National Academy and Seneca Learning)

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?

We expect pupils that are well enough to engage with all remote learning, in line with their usual school day timetable of 5 x 1 hour lessons.
We expect our parents and carers to support their children to engage with their remote learning by setting clear routines that mirror the school day timings (wherever possible).

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

Teachers will be asked to update a spreadsheet on student engagement every 4 weeks. Teachers will regularly ask to see work and will use it to provide feedback, inform planning and as a means of assessing student engagement.

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:

Assessment and feedback

Feedback must be given on work submitted where appropriate. This may take many forms, for example: of an automatically marked assessment on GCSEpod; a response via email to a student's question; through whole class feedback or subsequent lesson planning.

Students will be directly asked by their teachers to submit work each half term for every subject and at least one piece will be assessed and individual feedback given in the form of an EBI teacher target.

The means of assessing and feedback will be determined by the nature of the subject and the methods the teacher wishes to employ. Faculties are welcome to set more specific expectations.

A minimum of one piece of work per half term will be assessed by the teacher and individual feedback will be provided. Microsoft Teams, or in some cases email, will be the primary means through which assessing and feedback will take place. There may also be Loom recordings to give personalised or class feedback.

Feedback will be given within two weeks of submitting the work. Grades are not expected to be awarded for work in the first instance, the primary objective is to provide feedback which moves the student forward in their understanding and engenders progress. Teachers and faculties are welcome to award grades if they feel it appropriate. If the length of closure is set to exceed a half term this will be re-evaluated.

These assessed pieces of work may not fall at the end of a half term as teaching staff will wish to stagger when they are setting them for their classes.

A fortnightly celebration of brilliant work will be circulated with merits for all those who feature in it. Teachers will submit pictures/capture work or details of student effort which deserve acknowledgement and a celebration bulletin will be shared with stakeholders.

Communication expectations

Students are encouraged to seek clarification and support from their subject teachers as needed, but should appreciate it will not always be possible for the teacher to respond immediately.

Teaching staff can be expected to take up to 48 working hours to respond to a student's enquiry unless taken unwell themselves. If this is the case, students will be informed via Go4Schools by their Line Manager who will also take responsibility of organising work to be set for the class.

Teachers should continue to use Go4Schools to praise students and award merits.

If parents or students need additional support or find that an enquiry has not been responded to within 48 working hours they should contact Assistant Principal Annabelle Culley-Tea (aculleytea@brecklandschool.co.uk).

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 dedicated SEN team keep in close contact with our SEN students including regular phone calls and face to face Microsoft Teams calls.
- We endeavor to contact each SEN student once a fortnight to check on their wellbeing and how they are accessing their remote education.
- If you would like any further support with an SEN pupil please contact Head of SEN Jan Haddow (jhaddow@brecklandschool.co.uk)

Pastoral care of student wellbeing during school closure
Mentor emails/phone calls will be expected at least on one occasion per fortnight.

A whole school spreadsheet will be used to document Mentor phone calls and allow for any concerns to be logged and addressed. Safeguarding concerns should still be logged on Provision Map in the normal way.

The assembly programme will continue to run as normal and each week's assembly will be made available on the school's website for students to view

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.

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?

- Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person.
- Remote work may be set in small batches rather than on a lesson by lesson basis to ease teacher workload when teaching in school. This will be accessible on Go4Schools and titled 'Isolation work – (subject)'.
- This isolation work is set for all pupils so that it is instantly available if students need to self-isolate.
- We ensure that all pupils have access to remote work that is in line with what is being taught in school. This work is accessible on Go4Schools and is titled 'Isolation Work – (subject)'. Self-isolating pupils are expected to follow their usual timetable and access the remote work accordingly. This is in line with the planned and sequenced curriculum wherever possible, however some practical subjects may provide alternative tasks due to the practical nature within the school environment.
- This remote education will cover the full curriculum of subjects. Pupils can email to communicate with their subject teachers, their mentors or the SEN team regarding feedback on completed work or if any additional support needs to be given at any time. As above, we will aim to respond within 48 hours.