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 if 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 document.

The remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education during the first day if pupils are sent home?

In scenarios where pupils have to be dismissed from school, there may be a short period of time (the first one or two lessons) where teachers have not been able to prepare and upload their lesson resources, or have allowed all pupils time to travel home. For these lessons circumstances, pupils in KS3 can self-quiz from their knowledge organisers, while pupils and students in Years 10-13 can use their textbooks at home to review and consolidate prior learning by completing self-quizzing on relevant topics, or independently answering summary questions. Remote learning will then be communicated for the remaining lessons of the day, and remaining period of the self-isolation/school closure period on ClassCharts as outlined below.

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, the Physical Education, Art and Music curricula require particular resources that make them very difficult to complete remotely. These subjects will have modifications made – these are dependent upon the required period of remote education.

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:

Secondary school-aged pupils not working towards formal qualifications this year	5 hours each day. Pupils and students will follow their normal timetable. While 'live-streamed' lessons may typically be 50 minutes in length, there will be follow on work for pupils.
Secondary school-aged pupils working towards formal qualifications this year	At least 5 hours each day. Pupils and students will follow their normal timetable. Follow on work will be set where appropriate, to consolidate and extend learning beyond lessons. Students in Years 12 and 13 will have a larger quantity of independent study sessions and so will receive a larger quantity of follow on work, as would be the case if they were in school.

Accessing remote education

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

Pupils, students and parents and carers can access their scheduled remote learning using ClassCharts as would happen with homework in normal circumstances. From here they can see their daily timetable and access links to our other platform for remote learning – Microsoft Teams. Learning material will be posted by 9am for morning sessions, and 12 noon for afternoon lessons. Invite links for live-streamed lessons on Teams will be uploaded by 9am on each school day. This help guide for pupils and this one for parents/carers provides all the information about the ClassCharts platform. To access Teams, pupils will need their UoBS username and password – instructions about how to use this platform can be found here. If they cannot remember their password, then they should contact their Year Leader or Pastoral Manager using the ClassCharts messaging facility. If for any reason, pupils, parents or carers do not have their ClassCharts access code, they can contact the school at reception@uobschool.org.uk or by calling 0121 7965000 during normal school hours.

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:

The School has a limited stock of IT resources to loan to children who cannot access the work set on ClassCharts. This includes: Laptops, Chromebook, tablets and dongles/4G sim cards for online access. If a child has no access to technology at home, parents and carers can contact the relevant Year Leader (see below) and the School will seek to support where possible.

Year 7: Miss L Saunders l.saunders@uobschool.org.uk

Year 8: Mr A Herbert a.herbert@uobschool.org.uk

Year 9: Miss S Heath s.heath@uobschool.org.uk

Year 10: Miss C Exton c.exton@uobschool.org.uk

Year 11: Mr J Bennett j.bennett@uobschool.org.uk

Year 12 or 13: Mr S Washbrook s.washbrook@uobschool.org.uk

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:

- Live-streaming of lessons - this is our main approach from January 2021

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- Textbooks, Knowledge Organisers and reading books that pupils have access to at home

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences of activities and learning (e.g. Hegerty Maths or GCSEPod)

- Long-term project work and/or internet research activities

- Printed paper packs produced by teachers (e.g. workbooks, worksheets)

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 to be ready to begin their lessons for the day at a 10am. This gives ample time in the morning for them to have breakfast and to ensure that they have all of the necessary resources prepared and equipment gathered. Pupils will have a 10-minute break in the morning, and then a 50–60-minute lunch break. We encourage pupils to take a walk and get a break from screen time during their lunch.

To engage fully with remote learning, we expect pupils and students to:

- Identify their timetabled lessons for the day using ClassCharts

- Follow instructions on ClassCharts to ensure that they have necessary paper, pens, and textbooks in place for the lessons where required.

- Join live-streamed lessons as scheduled when the are due to begin, and to follow the expectations for conduct as set out in the [Home School Agreement addendum](#) for live-streaming:

    o   Be prepared with an electronic device suitably charged, ready for learning.
    o   Seek to contribute to the lesson or session in a positive manner and not disrupt the learning of others.
    o   Actively engage where possible through the hands up or chat function.
    o   Not record or share any images from the lesson.

- Where follow on tasks from live-streamed lessons, or work from pre-recorded lessons is set, pupils and students should complete those tasks set independently to the best of their ability and submit them as instructed by their teacher.

- Where teachers ask pupils and students to complete assessments at home, we expect pupils and students to show integrity and to complete the tasks without accessing resources that they would not have under examination or test conditions in school.

We ask that parents and carers:

- Provide a quiet space, stationery, and appropriate IT equipment as far as is possible, or request support from school if the relevant IT equipment is not available.

- Put in place suitable routines at home so that pupils and students are ready for learning and check their engagement with tasks using ClassCharts.

- Support from Education Endowment Foundation (EEF) with routines and reading for parents and carers can be found in these [guides.](#)

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

Teachers will check attendance during each live-streamed lesson and then follow up as detailed below. Pastoral Managers and Year Leaders will monitor the ClassCharts log daily and follow up with parents and carers where patterns of disengagement, or serious concerns arise. Pastoral Managers and other staff check in periodically with pupils where additional support may be required.

Positive engagement and conduct will be recognised using the School's Green Stamps for Character, Excellence and Leadership. ClassCharts is being used to track the engagement and conduct of pupils and students in live lessons in a similar manner to how it is used during normal circumstances. Four new labels have been created – this is outside of normal reporting mechanisms, and so will not aggregate with the amber and red stamps system used in school. Parents and carers can check and monitor their child(rens) engagement and see the details of any incident using the ClassCharts website or app. The four new labels are as follows:

Live lesson not attended – this is used to log any pupil who has not attended a live lesson. Please note – teaching staff are aware that there may be a genuine reason for this, such as illness or the sharing of devices in a household. This will be logged anyway, recognising that this is not a punitive label, but is used for tracking and identifying patterns.

Remote learning not completed – this is issued when a pupil has not submitted the work that a teacher has asked them to produce during a live-streamed lesson. This also applies to any additional work that may have been set in pre-recorded lessons, or as follow-on work/homework.

Inappropriate use of live lesson chat feature – this is used to log any inappropriate use of the chat feature, including inappropriate comments. Pupils and students cannot delete their own/others' comments in Teams lesson chat.

Removed from live lesson – this is used to log when a member of staff has needed to re-move a pupil from a live lesson. Teachers must also contact the pupil/students' Pastoral Manager, who will then call home to follow up with parents/carers.

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

Feedback can take many forms and often does not 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 depends on the subject and the nature of the task. Some examples are listed here:

- Verbal responses during live-streamed lessons.
- 'thumbs up' and other feedback tools in Teams chat to recognise contributions.
- Green Stamps awarded on ClassCharts to recognise contributions.
- Recorded audio feedback attached to assignments on Teams.
- Written feedback on pupil work that is shared back with them directly.
- Written responses shared 'live' on documents while pupils work via Teams or similar platforms.
- Whole class feedback, where key strengths and areas for development are shared with the group.
- Shared mark schemes and annotated model answers.
- Automatically assessed responses using: Hegerty Maths, GCSEPod, Microsoft Forms, Seneca Learning, Quizlet and other similar platforms.

Feedback is an integral part of effective live-streamed lessons as this list demonstrates. In circumstances where pre-recorded work is set, feedback should be given weekly in English and mathematics at and at least fortnightly for other subjects, where lessons are less frequent, in Years 7-9. In Years 10-13 we expect feedback to be provided weekly for all subjects.

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:

- Every pupil with an identified SEND is contacted by a member of the Inclusion Team. This will depend on the needs of the pupil, but frequent contact with the family and pupil will occur.
- Pupils who usually have the support of a TIA in school will receive that support remotely. This will usually include the TIA attending the live-streamed lesson to support as required, including through the use of break out rooms.
- TIAs will continue to differentiate work where appropriate and provide this to families.
- Clear protocols are in place to provide 1:1 remote support via Microsoft Teams when required.
- Pupils with SEND who do not usually have 1:1 support in school but have been identified as needing support with remote learning have been assigned a member of the Inclusion Team for regular contact with the family and additional support put in place where necessary.
- Pupils who receive Maths and English intervention will continue to receive this support remotely.

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?

- Pupils in Years 7-10 receive a home learning schedule. This details specific work for up to 14 days for each subject and contains a mixture of activities from the selection of approaches specified above.
- Work will be set which mirrors the key knowledge and/or skills for that half term. The schedule will be updated every half term.
- Pupils in Year 11-13 will be sent specific work from their subject teacher, following as far as possible the work conducted in their lessons. This will mirror their normal school timetable.
- From January 2021, pupils and students in Years 11-13 may receive access to some 'live-streamed' lessons where the teacher is able to do this from their classroom with the remaining class members.