

Birkenhead High School Academy

Remote Education Provision:
Information for Parents & Carers

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BIRKENHEAD
HIGH SCHOOL ACADEMY

G D S T
GIRLS' DAY SCHOOL TRUST



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

The remote curriculum at BHSA is aligned to the classroom curriculum. In Senior School, students will study the same curriculum content at home as they would in school. Teachers will follow department planning schedules to deliver remote education to ensure continuity of learning for all our students. In Junior School, daily maths, English and phonics tasks will be set, alongside other subjects across the week.

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

In the event of any kind of school closure or isolation of a class or year group bubble, the school will provide continuity of education. Students will receive immediate remote education by following their normal school timetables in Senior School and accessing remote education via their subject Google Classrooms, by logging into Google Classroom at the start of their timetabled lesson.

In Junior School, each child has a Google Classroom log in (Years 1-6) and Tapestry account (EYFS) and all pupils will be able to access activities/tasks which could also include lessons from Bitesize, Oak Academy, TT Rockstars and Spelling Shed.

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?

In Senior School, teachers will set the same topic and remote work linked to what would have been delivered in school. Tasks will be set in accordance with existing schemes of work and planning schedules. Remote work will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind.

In Junior School, daily maths, English and phonics/spelling activities will be set. Oak Academy & other resources will be used for other subjects. In foundation subjects, objectives for these lessons may be adapted.

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:

EYFS	less than 3 hours
Key Stage 1	approx. 3 hours
Key Stage 2	approx. 4 hours
Key Stage 3 and 4	approx.. 5 hours: <i>(Teachers in Senior School will provide remote education, including remote teaching through Google classroom, some live lessons and opportunity for students to complete independent work, that is equivalent in length to the core teaching students would receive in school, which equates to 5 hours each day for secondary students.)</i>

Accessing remote education

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

Each day, students will be able access all class work remotely in Google Classroom. In Senior School, students follow their normal timetable and log into Google Classroom at the beginning of each lesson.

Teachers will generate and share links for accessing live lessons with students/classes in Google Classroom. Junior teachers will lead live Google Meet sessions for their classes each Monday and Friday.

At BHSA, we use the following online platforms:

- Google Classroom (Google Suites)
- Tapestry (EYFS)
- Firefly
- The Oak National Academy
- Hegarty Maths
- Kerboodle
- Seneca Learning
- White Rose Maths Resources

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 provided laptops and internet connectivity to students who do not have access to technology at home. This will be reviewed and further support will be given to students in the event of their family circumstances changing. The school also supports students by providing additional textbooks and resources.

Some children in Junior School who are unable to access work online may be provided with work packs sent home.

How will my child be taught remotely?

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

Teachers use a variety of methods to deliver remote education. The school is following the DfE guidelines and expectations regarding the delivery of remote learning and in summary, when teaching students remotely, teachers will:

- set meaningful, ambitious and engaging work, assessments and assignments to aid and consolidate learning in Google Classroom or on a teaching and learning platform such as Firefly;
- use recorded or live direct teaching (recorded lessons may be delivered by our teachers or from high-quality online resources such as Oak National Academy);
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos;
- give time for students to complete tasks, assessments and assignments independently submitted through Google Classroom, and;
- provide feedback to students, so they are clear about how to improve and develop their learning.

In EYFS children will access online learning via Tapestry, with phonics/speaking and listening activities, maths and others. Videos may be recorded for some sessions and activities set.

In Years 1-6, children will access online learning via Google Classroom. Each Monday and Friday, a live Google Meet session will be led by the teacher as a pastoral gathering. Each day there will be English, maths and phonics/spelling tasks to be completed and work uploaded for feedback. There may be videos recorded by the class teacher or White Rose Maths videos or similar used to explain a maths concept. Teachers may use recorded videos for introducing a text in English as well as other resources. Oak Academy and similar will be used for other subjects. Children will also be required to complete Times Tables Rockstars and Spelling Shed activities with some children accessing IDL software for literacy and/or numeracy.

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?

Students will be expected to participate as fully as possible in the remote learning process by completing work to the best of their ability and adhering to set deadlines.

Students will be expected to log into Google Classroom following their normal timetable at the start of each lesson, so they can participate in remote learning. When asked for, work must be uploaded into Google Classroom promptly to enable teachers to provide timely feedback.

If students require any additional support from their teacher, they should contact them through Google Classroom. Students should do this during the school (working) day.

Comments posted by students in Google Classroom must be linked to classwork and the student's learning. Google Classroom must not be used to post personal information or personal messages to teachers and students. Teachers will only respond to questions from students that are related to their learning (teachers will only do this during the school day).

When accessing live lessons from home, students must not share the Google Meet links with anyone else. When students join a live lesson, they need to wait for the lesson to start in the waiting room.

They should work in a family space where possible (not their bedroom) and wear clothing appropriate for school. Students should have their camera switched on and their microphone muted when they join the lesson. Cameras should be switched on until the teacher has finished registering the students, where possible.

Microphones should be switched off for the duration of the lesson (background noise, sounds or music must not interrupt the lesson). Students should only switch on their microphone to answer a direct question from their teacher or to ask a teacher a question related to your work or learning.

The chat function may be used by students to ask a question to a teacher about a student's work or learning. At the end of a live lesson, following the teacher's instructions, students should leave in the same sensible way they would exit a classroom in school. Live lessons must not be recorded by students or parents.

Students must follow the School's Behaviour for Learning Policy at all times and conduct themselves in the manner expected as if they were in the classroom setting at school. Any inappropriate behaviour may result in the student being removed from the virtual lesson, the appropriate sanction will be applied and parents/carers may be contacted.

Teachers will offer phone calls to parents/carers who have specific difficulties accessing the work. We hope that good communication between home and school will allow us to work together to overcome any difficulties the children may be facing.

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

Each day, teachers check student engagement with remote learning through attendance at live lessons and work/communication via Google Classroom. Engagement is monitored centrally by the progress leaders.

A member of staff will contact parents and carers of students who are not engaging in lessons or completing work that has been set and offer support to secure future engagement in learning.

Children can ask questions if they are struggling and teachers can provide feedback. If a child is not engaging with the work, then school will contact parents/carers to offer support.

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:

Tasks completed by students will be assessed in a number of ways:

- Some work will be completed directly in Google Classroom and teachers will be able to see and produce feedback on this work online.
- Teachers may ask students to upload files or photos to Google Classroom, and it will be marked and returned to students.
- Work completed through online platforms such as MyMaths
- Assessments and tests are set in Google Classroom following the School's Assessment Calendar. Given the nature of the tasks, the type of feedback teachers can provide may not take the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

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:

The SEND and Pastoral teams make weekly phone calls to families, and, where possible, ensure that students and families are still able to access support from external agencies.

In Junior School, there may also be differentiated paper packs supplied depending on need.

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?

Where individual students need to self-isolate but the majority of their peer group remains in school, students should continue to access remote learning through Google Classroom, if they are well enough to do so. Students should login to Google Classroom at the same time as their timetable lesson. Teachers will upload the work before the lesson is due to start so that students can complete their class work at the same time as other students who are in the lesson. This will help to reduce disruption to students' learning if they are working remotely from home. For example, if a student has English period one on Tuesday, the student should access their English Google Classroom during the normal lesson time and complete the class work set by their teacher. Completed work needs to be uploaded into Google Classroom, and it will be marked by the class teacher.

Live lessons will be available for 6th Form students. However, live lessons may not be available for isolating students in KS3 and KS4 (this will be reviewed when the school reopens fully).

Appendix A:

Junior School Remote Education Guidance for Parents & Carers with reference to Ofsted and DfE documents

We have used the DfE and Ofsted documents on remote education provision when developing our remote curriculum. This is based around 4 key principles (from EEF's recent research on the effectiveness of remote teaching: 1) clear explanations, 2) scaffolded practice, 3) application of new knowledge/skills, 4) feedback.

We are aware that the learning environment in the home differs greatly from household to household and would encourage parents/carers to communicate with us (via the Junior School office) should you have difficulties or concerns with the work set, or to discuss alternative strategies for learning at home or managing your daughter/ward's time during this period of remote education. "What works well in one school may not be suitable for all schools." (Ofsted)

The information below outlines the expectations from the DfE guidance and Ofsted best practice and what BHSA Junior School will endeavour to provide for all our girls learning remotely from home.

What the guidance says...	What BHSA Junior School are doing...
<p>There is no expectation for live lessons – "live lessons are not always best". Ofsted states this is a myth about remote education not based in evidence. The guidance is for <u>either</u> live <u>or</u> recorded teaching to be offered and that this can include recordings from a variety of sources, not only the class teacher, but other providers such as Oak Academy and White Rose etc.</p> <p>Where recorded activities are used, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access.</p>	<ul style="list-style-type: none"> • Welcome to the week overview, setting out expectations/work for the week. • Recorded presentations by the class teacher for explanations of specific tasks / reading of a story / modelled writing • Use of Oak Academy videos and lessons • Use of White Rose Maths explanatory videos • Additional videos as appropriate to the content being covered
<p>Pupils should be given opportunities to participate in shared, interactive activities to maintain a sense of community and belonging. There should be clear protocols to ensure pupils are safe during remote education and clear rules for behaviour during remote activities and pupils should know what these are.</p>	<ul style="list-style-type: none"> • Monday and Friday Google Class Meets with the teacher and those at home (when the class teacher is overseeing Google Classroom) • Top Tips guide for pupils and parents/carers for participation in Google Meet sessions
<p>There should be regular catch-ups via telephone calls or assemblies.</p>	<ul style="list-style-type: none"> • Regular phone calls home made • 'Drop-in' (phone) slots for anyone needing extra help with work set etc. • Weekly assemblies uploaded to view
<p>It is important to keep subject content to key building blocks and consider the most important knowledge or concepts that pupils need to know and focus on these. Practising and developing existing knowledge and skills such as handwriting or simple arithmetic may be useful. Evidence shows that lengthy open-ended projects or research activities are less likely to lead to strong progress or outcomes.</p>	<ul style="list-style-type: none"> • Daily English, Maths and phonics/spelling lesson set (as for those in school) with other subject activities set via Oak Academy or similar • Key focus on core subjects of reading, writing and mathematics
<p>Time should also be given for pupils to complete tasks/assignments independently.</p>	<ul style="list-style-type: none"> • Independent tasks set with answers provided for self-quizzing
<p>It is recognised that very young pupils' learning needs cannot as easily be met in comparison to older pupils. For these age groups, the priority will be reading and phonics.</p>	<ul style="list-style-type: none"> • Teachers of our younger pupils provide guidance on reading strategies, books and phonics
<p>There should be good communication between school and parents.</p>	<ul style="list-style-type: none"> • Teacher available via phone or email to answer any queries