

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

### **The remote curriculum: what is taught to students at home**

A student'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 students being sent home?**

In the case of students being sent home from school while the rest of their year group or bubble remain in school, students can expect to receive work in line with the education received by the students still in school, this will be in the form of textbook pages, worksheets and presentations used in the lesson. In many instances, students can also expect pre-recorded video lessons to be shared with them and where appropriate they will be able to join the lesson virtually through TEAMS

All resources will be shared using our Online Learning Platform, primarily through Microsoft Teams.

Some teachers may also choose to stream their lessons live, where the lesson is still being held in school.

In the case of students being sent home as a whole year group or bubble, or due to the closure of the whole school, students should expect their teacher to be available either via video or chat on Microsoft Teams according to the student's usual timetabled lessons. During these times students can expect to receive a mixture of live tuition from their teacher, pre-recorded materials (with teachers available to support learning and understanding, worksheets to complete, quizzes and other online activities from third party websites).

## **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.

Some adaptations may be made, for example, the order in which the curriculum is taught in school may be changed if some units are better suited to remote learning than others.

However, the content covered during periods of remote learning will be the same as the content covered 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?**

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key Stage 3	5 hours, in line with students' usual timetables.
Key Stage 4	5 hours, in line with students' usual timetables plus any additional time spent preparing for exams.
Key Stage 5	Students are expected to attend their normal timetabled lessons daily and continue to spend at least 5 hours per subject per week on independent study to support the courses.

## Accessing remote education

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

The School uses Microsoft 365 as its Online Learning Platform (OLP). This can be accessed at [www.office.com](http://www.office.com). Students use the same credentials to access our OLP as they use to log into computer systems when in school. Specifically, students will use Teams, a part of Microsoft 365, to access live video streams, assignments, their work and more.

We will also continue to use EduLink One to communicate with students and parents. This can be accessed at [www.edulinkone.com](http://www.edulinkone.com) again using the same credentials to log in as would be used in school.

Access to any 3<sup>rd</sup> party websites will be provided through assignments on our OLP and will be unique to each department. For example, Science use Educake to set students questions online, but access to it is provided through assignments within Teams. If you are having difficulty accessing any 3<sup>rd</sup> party sites used by a department, contact your child's teacher directly using EduLink One.

## **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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- It is our intention to be able to supply every student with a laptop if needed. You can request a laptop either by calling Main Reception on 01268 735466 or by emailing in your request to [mainoffice@beauchamps.essex.sch.uk](mailto:mainoffice@beauchamps.essex.sch.uk). The school will charge a £25 deposit which is fully refundable providing the laptop is returned in good condition. Laptops are issued with the intention of completing schoolwork only and no modifications or software installations should be attempted.
- We have applied for some 4G dongles through a scheme with BT. If students are unable to access remote learning because of a lack of internet access, contact the Main Office by calling 01268 735466 or by emailing [mainoffice@beauchamps.essex.sch.uk](mailto:mainoffice@beauchamps.essex.sch.uk) and let us know. We will then do our best to provide you with one of these dongles.
- If students are unable to work online or would prefer printed resources, a request can be made to Main Reception by calling 01268 735466 or by emailing [mainoffice@beauchamps.essex.sch.uk](mailto:mainoffice@beauchamps.essex.sch.uk). Work will be collated by the student's Year Leader who will then notify you of when it is available to be collected from Main Reception. Students can submit their work to teachers by returning it to the Main Reception.

## How will my child be taught remotely?

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

- Live teaching, this includes delivering lessons live to classes but also providing support to students through live video streams and through the chat in Microsoft Teams.
- Recorded teaching, primarily by our own teachers but also using 3<sup>rd</sup> party videos selected by us on sites such as YouTube.
- Online work such as Word documents and PowerPoint presentations for students to complete within Microsoft Teams assignments.
- Quizzes and end of unit tests through Microsoft Teams.
- Printed resources, such as workbooks and worksheets produced by our teachers.
- Textbooks provided physically and/or digitally.
- 3<sup>rd</sup> party commercially available websites, such as Educake.
- Sometimes long-term project work where it is appropriate for a qualification, for example BTEC Subjects.

## 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?

- Where possible, we expect students to follow the same timetable of learning at home as in school and to complete each assignment set. However, we recognise that this may not be possible for all students. Where this is not possible you should contact your child's Year Leader who will be happy to discuss an approach that suits you.
- Although it is expected that our assignments are accessible to all our students, most will benefit from some parental support to help them complete the work set. You may want to:
  - Set routines at home.
  - Check once a day that work is being completed.
  - Provide your child with a quiet environment, free from distractions.
  - Many parents find that their child works best if they have a dedicated desk or table to work at.
  - Try to create a distinction between remote learning and home life. Often this is achieved with a desk and routines, but you may find other ways that work for you.
  - Schedule in and encourage times for rest, relaxation, and exercise. Our remote lessons all finish 10 minutes before the next timetabled lesson is due to start. Students could use this time to walk around and get a snack.
  - Talk to your child about the work they have completed and what they have learnt during the day.
  - Ask your child if there is anything they haven't understood and encourage them to contact their teacher asking them for help.
  - Motivate your child to complete their work by offering them incentives and setting them goals that you think are achievable for them.

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

- We take a register for each lesson which is based on engagement with the materials in an assignment, presence in a live lesson or some combination of both. We recognise that not all students will want to verbally respond in a live lesson or will be able to, so interaction with our resources is considered engagement.
- Where students are not engaging with the resources or the live lessons, Year Leaders (and in the case of the VI form, a member of the sixthform TEAM) will make contact home. This is intended to be a supportive conversation with the aim of helping you to support your child's remote learning and discover if there is any further support we can provide.

## **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 student work is as follows:

- We will use a mixture of teacher marked work, teacher marked end of unit tests, whole-class feedback on assignments and tests in live video streams, automatically marked quizzes on Microsoft Teams, automatically marked work via digital platforms, and rubrics used to assess extended written work.
- Because of the variety of methods used to assess and provide feedback, students can expect feedback weekly in each subject.

## Additional support for students 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?

During this period of remote learning due to school closures we recognise that children with special educational needs and disabilities may need additional support and alternative arrangements to ensure their educational package is both appropriate but also fully inclusive.

Key workers	<p>All complex (high level of need) SEND Support students and all EHCP students have an allocated key worker. The responsibilities of the key worker are as follows;</p> <p>Check ins with students and parents/carers every three days</p> <p>Offer 1:1 teams or telephone sessions weekly</p> <p>To attend online live lessons with their student via Teams</p> <p>To print and send home any work needed</p> <p>To work with parents and carers weekly to discuss any issues and find appropriate solutions</p> <p>To liaise and feedback to teachers</p> <p>To prepare differentiated resources to help their student access the curriculum</p> <p>To refer any welfare issues to the DSL, Year Lead and SENCo</p>
Live Lessons	<p>Most students' lessons are now live. This is the most effective way SEND students can currently access learning. They are encouraged to attend all live lessons but understand if they have social and communication difficulties or SEMH needs such as anxiety, they are not required to verbally participate and can switch their cameras off as a reasonable adjustment. Students also have the option of completing live lessons via the recording at a later date if this is a more comfortable method for them.</p>
Technology	<p>Certain students have been given technology to help them learn at home. Such technology includes, laptops, chrome books,</p>



	internet codes, audible licences, audiobooks, kindles and dictaphones.
Onsite provision	A small number of SEND students are receiving their education onsite currently as they are either a critical worker child or vulnerable child. Here students access live lessons delivered by their teachers and are supported face to face by LSAs.
Referrals	The SENCo continues to make appropriate referrals to services. These include, educational psychologist, speech and language, occupational therapy, community paediatrician and the inclusion partner.
Alternative education	A small number of students continue to access alternative provision which is funded by the school. Current providers used are: REACH Community Mentoring, Circles Farm, Rally Sport and BEP.
EHCP reviews and One Plan	All EHCP reviews and One Plan reviews continue to take place. Such meetings are held via Teams.
SEMH Difficulties	SEND Students who have SEMH difficulties are monitored closely. Certain students still have access to wellbeing mentoring, youth service mentoring and Cognitive Behaviour Therapy via Teams and the telephone weekly. All students with SEMH needs are monitored weekly by key staff in Welfare and Every Child Matters meetings, which are attended by the Head Teacher, Designated Safe Guarding Leads, SENCo and SEMH Lead.

## **Remote education for self-isolating students**

Where individual students 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 students 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?**

With all our remote learning, it is our intention to provide an experience that is as close to a school experience as possible. Therefore, the curriculum covered remotely will be identical to the curriculum covered in school and it will follow the same sequence.

If your child is self-isolating, they should expect broadly the same experience as described above, as if a whole cohort is learning remotely. They will receive work daily, set as assignments through Microsoft Teams, they will either be in a live lesson with their teacher or they will receive resources such as pre-recorded videos or textbook pages. They will then have work to complete that can either be submitted through Teams, by email, or sent into the school.