

Remote education provision at Archers Brook School: information for parents teaching pupils at home.

This information is intended to provide clarity 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.

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 (including ensuring you feel that you have all the necessary tools and logins needed).

Don't forget that on our website under the COVID heading you can find our remote Learning Policy that can be referred to for extra guidance.

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

Pupils are able to access online work immediately as we have not stopped updating or using this platform (Google Classrooms) and we would liaise with parents to provide short term paper based work or work resources to be dropped off as necessary.

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?

At Archers Brook 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 subject areas and obviously have ensured a bespoke approach for our learners individually where it is beneficial to their ongoing progress

An example of an adaptation would be for example:

A Forest schools lesson may become a supervised or focused walk to consider the way we use tree planting in a built up environment and how it makes the pupils feel

A KS3 cooking lesson suggest a few recipes or ways of working suited to your own kitchen or the level of supervision we know the child may access through our ongoing consultation with home

A KS4 Science based learning activity may signpost online videos of experiments that pupils can deduce answers from and not lose learning pace or interaction with the practical activities

An example of a bespoke & blended approach for learners on roll at Archers Brook may look like this (all our SEND cohort are unique so any requests or adaptations are highly personal, these are just an examples):

Child A may have sensory needs that while in school are supported by regular sensory breaks.

We would support parents and carers by describing a good working pattern for the pupil to follow in order learning is accessed and we would ensure techniques and strategies suited to home based sensory input were shared.

Child B may struggle to learn online, we would prepare packs of work and create learning resources to drop off to you at home.

Child C could find the loss of routine a barrier, we would support and offer Mental Health support by targeting routine and health activities in an accessible way to promote them accessing the whole or as close to the offered 25 hours of learning a week as they can.

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 you are able to access 25 hours of remote education across the week (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 2	5 hours are made available
Key Stage 3 and 4	5 hours are made available

Accessing remote education

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

Our online platforms are: Google Classrooms, MyMaths, TASSOMAI, Bedrock and GCSE Pod

Our assessments are embedded in the learning process and accessing of these platforms or through the paper based work returned or a combination of the two.

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 contacted all parents and carers to explore if we needed to issue or lend laptops or tablets to pupils.

If we lend devices or you have internet access issues we have discussed how we can support you to enable internet connectivity as well as any e-safety expectations.

We understand pupils may not access any printed materials needed if they do not have online access so in these cases we will work with you to overcome this by either: supporting internet access or providing hard copies of work.

In the event of a pupil not having internet access, not wishing to work online and wishing to remain at home we have a clear system in place to provide work packs.

If ever a parent or carer had any issue with the above we ask you to use class DOJO as a way of contacting your child's form tutor and they will ensure the matter is passed to the correct staff who will respond to you swiftly.

How will my child be taught remotely?

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

- Occasional live teaching (online lessons)
- Access and signposting to recorded teaching (e.g. Oak National Academy lessons, visual or audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils that can be sent home for your child to use
- Access and signposting to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (such as BBC Bite size) and Active Learn Primary online.

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?

- Please see our COVID section on our website for a visual reminder of our remote learning home/school agreement

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

On a daily basis we will know if pupils have accessed online the agreed amount of learning (this may be less than 5 hours depending on agreed circumstances) as we can monitor this access remotely.

We also encourage parents to alert us via DOJO if they feel pupils have completed little work or (hopefully) surpassed expectations.

On a weekly basis or as you request we will collect paper based work and be able to assess/monitor this.

Subject staff have an agreed internal process that allows weekly updates to be prepared for parents. These are shared on a Monday morning via DOJO.

If engagement becomes a concern we will therefore be aware and we would take supportive action by working with you and your child to re-engage them in a way that is reflective of their needs and the needs of the family in some cases

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:

Marking work for assessment

- Staff will offer feedback via Google Classrooms by lesson or weekly as they would do when in school. Once pupils have submitted work via Google Classrooms it will be marked using our WWW (What Went Well) and EBI (Even Better If) style of marking in private comments and send it back to them.
- Pupils who receive a blend of online or just paper based work packs must have their completed work ready for collection (school will explain what day in case of changes). The work will be marked and we will give your child feedback; this may be via Dojo message for example.
- If no work is returned, we will still send work out but only after making contact with you. We do not want to cause anyone undue pressure but must stress the importance of work being returned.

Pastoral feedback

- Your child's form tutor will provide feedback on overall progress at the beginning of each week; this may include a mini review of work completed and suggested next steps

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:

- Individual bespoke timetables to support access to learning
- A full time remote learning offer both online and packs of work (Blended)
- Welfare visits and phone calls to support your family in accessing the services that they need
- The ability and flexibility to offer SEN learning resources for pupils to use in your home to aid learning

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?

Due to the responsive way in which we aim to work with pupils and families if a child is self-isolating and is well (so not suffering with symptoms preventing them accessing work) we are able to offer the same experience as the pupils who are working remotely.

We would expect that for the initial few days pupils would be guided by you to access online learning and then after careful consultation with you additional & reasonable requests you make to ensure their learning is supported (so work packs and resources) would be in most cases fulfilled.

Feedback and assessment would be carried out on work returned in line with our usual school policy and as explained in the document.