



Remote education provision: information for parents¹

This document provides clarity and transparency about what to expect from remote education when local restrictions require entire cohorts (or bubbles) to remain at home.

Details of what to expect where individual students are self-isolating can be found in the final section.

The remote curriculum: what is taught to students at home.

A student's first day 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 on the first day?

Students will be instructed to complete any outstanding work they may have. This can be accessed via the Tasks section of the Firefly platform, as normal. Students will also be directed to the *Working from Home* booklet which will be issued to them. This gives clear advice on what to do during this short period of time.

Beyond the first 24 hours, teachers will lead on the remote education for students in their teaching groups.

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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. Some adaptations are made where classroom resources are not easily replicated at home. For example, in practical subjects such as DT, there is sometimes an increased focus on the theory element over the practical because students cannot access the necessary tools and materials during home learning.

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 (which includes teaching and independent work) will take students broadly the following number of hours each day:

Year Group	Hours Per Day
7	Five
8	Five
9	Five
10	Five
11	Five
12	Five
13	Five

¹ Parent: any adult with legal responsibility for a child at Bishop Stopford School

Details of how this time is broken down for each year group is provided on Firefly. It is constantly reviewed and may be adjusted each week to reflect particular contexts.

Accessing remote education

How will my child access online remote education?

All remote learning at Key Stages Three, Four and Five is accessed initially through Edulink and TEAMS. These will be used as a portal to other online platforms such as the Oak National Academy and Bedrock Learning.

If my child does not have digital or online access at home, how will they be supported 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:

In every case, our aim is to engage these students to the same level as their peers. Provision will include (but not be limited to) laptops, devices, dongles, routers or increased data allowance support. Where demand for support is higher than the supply of technology available, this will be allocated on the basis of need, prioritising those where access to technology is creating the biggest barrier to learning and those who are classed as disadvantaged.

Parents who would like more information about what support may be available and whether they are eligible for support should contact Mr Keane (Deputy Head) on dkeane@bishopstopford.com.

If your child is eligible for Pupil Premium or Free School Meals, you should contact Mrs Norwood (Pupil Premium Coordinator) at pnorwood@bishopstopford.com

How will my child be taught remotely?

We use a combination of the following approaches, so the curriculum is accessible and inclusive to all. It is designed to meet the needs of students and teachers in varied contexts and circumstances whilst working from home.

We have also developed a provision which is informed by the latest research around the efficacy of particular Remote Learning approaches. This research includes a report published by the OFSTED Research team in January 2021. This report, which can be accessed via the hyperlink below, strongly recommends a “blended” approach to remote learning which draws upon both synchronous and asynchronous methodologies:

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

These methodologies are integral to our provision and include:

- **Live-Lessons:** these are used where appropriate to increase the interaction between teachers and students. These will take place at all Key Stages on the Microsoft TEAMS platform.
- **Pre-recorded teacher explanations and lessons:** these can be paused, rewound and re-watched. They will be available on Edulink, as appropriate.
- **Independent Tasks:** this work is set and monitored in Edulink with weekly opportunities for teachers to support their students in consolidating their knowledge and understanding of the curriculum.
- **Online Learning Platforms** such as SENECA, Bedrock Learning, Seneca and Maths Genie: these are included as part of the home learning lessons for specific subjects, when they are appropriate to the curriculum. Many of these have the benefit of in-built assessment tools, giving students instant feedback and allow teachers to track and monitor progress.
- **Oak National Academy Lessons:** high quality pre-recorded lessons from the Oak National website are used where appropriate to our curriculum as part of our lessons and home learning tasks. Links to the work for specific year groups are provided on the Firefly pages for each cohort.

Engagement and feedback

What are your expectations for my child's engagement and the support that we should provide at home?

Students should spend the equivalent time as per the published timetable (updated each week on Firefly) on their remote learning for each subject. They should check their Microsoft Teams daily and use the live support available during their TEAMS lessons by asking questions whenever they have them. Students should meet all deadlines for their remote learning assignments and complete them to the best of their ability.

They should also engage with all other activities when these are notified to them, such as assembly and tutorial.

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

Teachers will use analytical software and apps on Microsoft Teams and Edulink, to monitor each student's attendance and progress with work. They will provide feedback to them accordingly.

The school will email or phone parents if there are concerns that a student is not engaging with learning to the level we expect. This will be done in the first instance by subject teachers but then followed up by Heads of Year and, if appropriate, members of the Senior Leadership Team.

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 students. Our approach to feeding back on learning is as follows:

Teachers will use Edulink and Microsoft Teams to review your child's work and provide feedback. This may take many forms, such as: written comments, verbal feedback via a pre-recorded video or audio clip, or whole class feedback when addressing the common learning points for the class.

We will use online assessment tools such as quizzes in Microsoft Forms and Seneca tests. Digital platforms which automatically mark answers and provide instant feedback will be used in some subjects, such as Seneca or Maths Genie.

Your child can also request additional feedback and ask questions whenever they have their timetabled lesson. This can be done by posting on the chat function in Microsoft Teams when teachers will be available to respond.

Additional support for students with additional needs

How will you work with me to help my child who needs additional support at home to access remote education?

We recognise that some students, such as those with special educational needs and disabilities (SEND), may not be able to access remote education without support. We acknowledge the challenges these may raise, and we will work with you to support those students in the following ways:

- All teachers of SEND students will consider their specific needs when setting remote learning. Students with SEND will have the support of their teacher on Microsoft Teams. Teachers are available to answer questions and provide feedback on Teams at the times of their ordinary timetabled lesson.
- Close contact is maintained by our Inclusion and Pastoral teams with students with SEND via emails, phone calls and in some cases, home visits (within Covid 19 guidelines).
- Core skills work packs are created and hard copies sent home to some students where there is need. This is supplementary to subject specific work which is set by teachers following whole school guidelines.
- Some students with SEND may also be invited to attend school to help to maintain routines and provide support for schoolwork from the inclusion Team.

Remote education for self-isolating students

When individual students need to self-isolate but the majority of their peer group remains in school, remote education will differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school.

For the first day, students should initially focus on completing any outstanding work they may have, before revising topics from the start of the school year if they have completed all work. This can be accessed via Edulink, as usual. Students would then be expected to work through the aforementioned *Working from Home* booklet which will be issued to them.

Beyond the first 24 hours, subject teachers will then lead on the remote education for students in their groups. The details around this will be issued to students via Edulink.

At Key Stages Four and Five, students may be invited to join lessons taking place with their peers in school, via TEAMS. This is referred to as “split teaching”. Individual teachers will contact students with joining details if this is the case.

Students will also be invited to join year group assemblies via TEAMS and can expect a phone call home during their period of self-isolation from a member of staff. This will enable them to raise any issues with the remote education which can then be addressed by the school.

Contacting the school about the Remote Education provision

Any queries or concerns should be communicated to Gerry Kirke (Assistant Head) in the first instance via email: gkirke@bishopstopford.com