

# Brentwood Ursuline Convent High School

## Remote Education – Contingency Provision Plan



September 2021

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Version 2.0

## Accessing remote education

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

Microsoft Teams

### 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:

- An audit was carried out in 2020-21 to assess the level of need and a further audit took place in 2021-22. The school has a limited number of laptops for loan that are distributed according to the information provided and in consultation with Heads of Year. In some circumstances the school may invite the student concerned into school to work supervised by staff.
- We know that the majority of families have good internet access. If you need support with this, please contact Mrs McCall or your child's Head of Year.
- Packs of printed work can be sent home in the event of students not having any other way of accessing work at home. This need should be communicated to your child's Head of Year in the first instance.

### 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 teaching on Teams (online lessons)
- pre-recorded lessons or teacher explanations
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- online textbooks for some subjects
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

## 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 are expected to log on to each of their timetabled lessons. This will be their full timetable for Years 11 and 13 but a reduced timetable for other year groups (to be advised if remote learning is required)
- Students should whenever possible primarily work with a computer or laptop, rather than a phone, so that they can see material clearly and without undue strain. Having a smartphone available in addition can be helpful for scanning and submitting work.
- Parents should do their best to provide their child with a quiet place to work, preferably at a table, rather than sitting on a bed: separating work and rest is widely regarded as being a healthy thing to do when working at home.
- The number of lessons has been reduced for non-exam years in order to facilitate a more flexible routine, which could be used to take exercise or do other things away from screens. It should not be necessary for most students to work outside their timetabled hours, particularly not at night.
- Eating healthily and at regular times is strongly advised.
- Students are not used to working under reduced supervision for long periods of time, so please check regularly that they are managing to be productive. Remote education requires almost undergraduate levels of independence and concentration, so we should not be surprised that our younger students find this very challenging.
- If your child shows signs of strain, please talk calmly to them about how this can be overcome. Do not hesitate to discuss any difficulty early on with the subject teacher concerned, who is best-placed to advise about your child's learning; if the issue is across several subjects, please contact your child's Tutor for advice.

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

- Each student should check in every morning with their Tutor, this is set as an Assignment in Teams
- Parents are strongly encouraged to download Microsoft Teams in order to become familiar with the program.
- Every teacher records attendance at each lesson and any concerns they may have about participation. This information is followed up by Heads of Year.
- Mrs Corless' team will follow up any pastoral concerns that come to light, making contact with families and, where appropriate, home visits.

## **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:

- Teachers will feed back using Teams, either during the lesson, through Assignments or via the Chat function
- The nature of the feedback will vary considerably between subjects and may include: annotation of pieces of work electronically; verbal feedback during the lesson; quick comments to certain individuals via Chat; summary feedback to the whole class.

## **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:

- a member of the Learning Support team will be phoning home each week to see if there are any issues or problems with regards to student learning
- Teachers will continue to utilise Student Passports
- Subject teachers will continue to differentiate work

## **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 COVID positive, how will their remote education differ from the approaches described above?**

It is not expected that students who are positive COVID cases will participate in remote lessons: the priority is to get well.

Should a student be absent for an extended period but not unwell, parents should contact the Head of Year to discuss whether it would be appropriate for some work to be sent home. This would happen via Assignments within Teams.