



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 at Bideford College 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.

1. The remote curriculum: what is taught to pupils at home

Students may find that their 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.

Immediate remote education - the first day of college closure

On the first day of full or partial (to entire year group(s)) college closure, teaching staff who would have taught students that day will set independent tasks that will take the duration of the lesson to complete.

Medium and longer term remote education

Following an initial preparation day, students should expect to be taught broadly the same curriculum remotely, as they would if they were attending college. This means following their normal timetabled day. However, we may need to make adaptations to the content or sequencing of some subject curriculums. This is because some topics are more successfully adapted or suited to remote learning and these will be prioritised.

2. Remote teaching and study time each day

Students should expect to spend broadly the same length of time engaged in remote learning education (including remote teaching and independent work) as they would have been in lessons at college. This is summarised in the table below:

Key Stage 3 and 4	5 x 1hr lessons (following their usual timetable)
Key Stage 5	Sixth Form Remote Learning timetables also follow students' 'usual' timetables. In addition, Sixth Form students should expect to undertake independent learning. Individual timetables for Sixth Form students do vary. However, in most cases they equate to <i>approximately</i> 15hrs of lessons per week

3. Accessing remote education

Learning activities for each day will be announced by the subject teacher on ClassCharts so that parents and carers can see the tasks students are being set. These can be viewed through parent log-ins or via the college website (under the Parent/Carer menu). Students will communicate with their teachers, access resources, attend live lessons and submit work through Google Classrooms.

Supporting access to digital resources at home

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:

- Where students do not have access to ICT the college is able to loan college laptops so that all of our students can access online learning
- If students do not have a reliable internet connection, we are able to support online access by issuing 'dongles' to students
- Where students are unable to access online resources, despite support from the college, students may be invited in to college to engage in face to face support
- Where students have specific issues accessing a learning platform, they are encouraged to email their teachers and/or tutor for help (all email addresses are on the college website)
- Reception is open to take phone call queries
- A series of self-help guides/videos are also available on the college website.

Remote teaching

We recognise that different approaches to remote learning suit different tasks and type of content and as such do not prescribe the delivery style. Therefore, we will use a combination of the following approaches to teach pupils remotely:

- 'Live' video lessons (through Google Classrooms)
- Pre-recorded video material such as 'Loom' videos and audio-accompanied PowerPoints made by the teacher
- High quality, pre-recorded material from websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. Maths Watch, Oak Academy)
- Independent learning that has been directed by the teacher using provided resources (often following a Loom video or Google Meet with the class)
- Occasional longer-term project work and/or internet research activities.

4. Engagement and feedback

Expectations

It is critical that students engage in remote learning in order to reduce the impact of college closure. Therefore, we expect:

- Students to 'attend' live lessons and engage with work set at the times of the day and week that they would normally have their subject lessons



- Students to access ClassCharts each morning. This is when the work for the day will be announced. This is also visible to parents via their login details.
- We recognise that different students will work at different rates. Therefore, students should only work for the time that matches the duration of the lesson. In most cases this will mean a period of one hour, in some cases where there are double periods this will be two. They shouldn't worry if they do not complete all the work set.
- When teachers are not 'live' teaching, staff will be available to support learning during the time that a lesson is scheduled. Using the Google Classroom 'stream' is the best way for students to get a rapid response from their teacher. For parents and carers, emailing the teacher is preferable

Monitoring engagement and following up any concerns

Subject teachers are asked to rate the engagement of students in each subject on a weekly basis. This is based on attendance to live lessons and completion of tasks set. This, in turn, provides information which help us to direct support and interventions where necessary. Where concerns are identified, tutors will engage with all of their tutees and speak to parents/carers if required. If significant improvements are not seen Heads of House will communicate with parents to discuss the barriers to engagement. It may be deemed necessary, at this stage, to ask them to attend the on-site provision in college.

Assessing progress

Feedback can take many forms and may not always mean extensive written comments for individual pupils. 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:

- Students will receive rapid informal feedback to work through a combination of the following – verbal feedback in live lessons; written feedback in the class 'stream' during a lesson; adjusted lesson content that addresses identified gaps in learning; written feedback to work submitted through Google Classroom,
- This feedback will follow the college's and faculty's feedback policy and be in proportion to the frequency of lessons in a particular subject
- Formal processes of assessment (and the reporting of this) will continue as normal

5. Additional support for pupils with particular needs

Supporting students from home

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:

- Students who have an EHCP will be allocated provision in school. If parents/carers do not wish to take up this provision the student will have a 1:1 key worker who will support their remote learning.
- All parents of students with SEND will receive regular communication from the SENDCO offering sources of support.



- Where difficulties arise in accessing the online curriculum due to SEND, parents will be encouraged to contact the SEN team for further support.

6. Remote education for self-isolating pupils

Where individual pupils need to self-isolate, the way in which remote education is provided will differ from the approach taken when whole year groups are asked to remain at home.

Students who are self-isolating will be directed to independent learning resources found on the 'Covid-19' part of the college website. These are updated monthly by Heads of Faculty to ensure that the students are following the same Programmes of Study being delivered in face-to-face teaching. In addition, class resources will be shared with the student via their ClassCharts account.

