

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 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.

The remote curriculum: what is taught to pupils at home

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.

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

Students will immediately have access to a comprehensive set of online lessons, which have been carefully sequenced and planned by expert teachers. These lessons are pre-recorded and then uploaded onto the school home learning environment so that they can be accessed from any device with ease.

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. However, we have needed to make some adaptations in some subjects. For example, subjects such as PE, Music, Drama and Technology will need to make adjustments where either student engagement / performance or their access to technical equipment cannot be achieved in the way it would in college.

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 pupils broadly the following number of hours each day:

Key Stage 3 and 4	In Key stages 3 and 4 we set work that is of equivalent length to the core teaching pupils would receive in college. As a minimum this will equate to five hours a day, with additional support for pupils working towards formal qualifications.
Key Stage 5	We expect students in our Sixth Form to have the same amount of taught time as they would ordinarily have. We would continue to expect at least an hour of independent study to correspond with each hour of taught study.

Accessing remote education

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

Students access their work through *ClassCharts*, which is our managed learning environment. This is accessible from the school website or students can log-on through the ClassCharts site itself. All instructions for students' lessons will be found here, as will any material teachers wish their students to access. Using the ClassCharts Parents app will allow parents and carers to also see the work that is being set for their children. Such lesson content can also be seen through the college website's 'Homework Calendar' where you can search and filter the work that has been set. This can be found here:

<https://www.classcharts.com/homework/calendar/Bideford-College>

If students experience any difficulty accessing lessons or material remotely they can contact the IT helpdesk here: <https://sites.google.com/bidefordcollege.org/student-it-support/> or, alternatively, please call the college switchboard.

Where students are already familiar with other platforms students might be directed to the Google Classroom for their lesson. Additionally, sites such as the Oak Academy, Educake and Mathswatch might be used. If a student has difficulty accessing a subject specific sites they should contact their subject teacher by email. All staff email addresses can be found here: <https://bidefordcollege.org/teaching-faculty-contact-details/>

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 initially have suitable online access at home. We take the following approaches to support those pupils to access remote education:

Where needed, students have been given access to a Chromebook and 'dongle' so that they can have access to lesson materials and online lesson content. Please contact Mrs Conroy if your child would benefit from this support via email at aconroy@bidefordcollege.org or leave a message by telephone with reception staff.

Students can submit work to their teachers through ClassCharts. If they experience a problem they can email a photo of their work to their teacher using the relevant staff email address <https://bidefordcollege.org/teaching-faculty-contact-details/>

How will my child be taught remotely?

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

For the purpose of providing remote learning, the school should make use of:

- Live teaching and feedback on Google Meet
- Pre-recorded video input created by the school (using Loom or a similar video creation software)
- Access to other high-quality curriculum videos
- Personalised and appropriate independent learning resources to be shared online

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of appropriate adaptations to support pupils with SEND. The school recognises that interactive lessons are effective in aiding students' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting feedback and reflective discussion, to the best of their ability.

Teaching will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning, and that an ambitious, high quality curriculum is delivered. Curriculum progress should be ambitious, and where adaptations to normal curriculum sequencing are made, these adaptations should be rigorous and ambitious in their intent. Reasonable adjustments to teaching and pastoral support will be made in order to ensure all students have access to remote learning, especially vulnerable students, those with SEND and the most able. Teaching staff will support and oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.

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?

Five lessons are set each day (or five hours of work if students have a 'double' lesson for example). Students should aim to complete work on the day, following their usual timetable as closely as possible.

Parents are not required to support with a student's learning. However, support is required in encouraging and praising students as work is complete. Where work is not completed, students will receive a reminder from form tutors in Years 7-11 or their subject teachers in Year 12 & 13 to remind them to upload their work.

If you have any feedback or questions about our Remote Learning provision please contact the Assistant Principal for Teaching and Learning, Dr Butt at bbutt@bidefordcollege.org

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

Parents will receive regular contact with their child's tutor to check that students are coping with the work and are able to access everything they need, as well as checking on their wellbeing more generally.

If work is regularly not submitted then parents will be contacted by their child's form tutor (Years 7-11) or their subject teacher (Years 12-13).

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:

Students should be supported to understand their progress through a variety of formative assessment and feedback methods, especially those suited to remote learning e.g. through quizzes and other digital tools

Students will receive timely feedback on the progress that they make on their submitted work.

Where work is excellent or where students have made an impressive effort, students will receive e-mails of recognition and House Points will be awarded.

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:

Students with an SEND will receive the following provision:

- Regular contact from a member of the SEND Team, including video calls if this is supported by parents and carers.
- Access to a laptop if this is required.
- Access to differentiated versions of the same lessons that all students receive for English, Maths and Science where this is required.

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?

Where individual pupils who are either vulnerable or are children of critical workers and had attended school during restricted opening need to self-isolate, they will revert to the plan for all other pupils not attending school.