

Remote education provision: information for parents

The information provided in this document addresses situations where students are learning from home for either of the following reasons:

- (a) The whole year group are learning from home (due to local restriction measures or because it has been judged as necessary by school);
- (b) An individual or small group of students is isolating while *others in the year group are still in school*.

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

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

1. Where a whole year group is at home, students will be taught through live lessons on Microsoft Teams.
2. Where an individual or smaller group of students is sent home, they should use the Remote Learning folder (in the Google Drive) to access work. (Details of this are provided by year group and by subject. More information can be found in Section C below and on the school website.)

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?

Wherever possible and appropriate, students will be taught the same curriculum remotely as in school. However, we have needed to make some adaptations in some subjects.

B. Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Where students are being taught through live lessons (Microsoft Teams), they will follow the same timetable as a normal school day, including break times and lunchtimes. In addition, teachers may also continue to set homework where it is felt appropriate and necessary.

Year 11 students will also be expected to be completing extra independent revision. This could include work from the Google Drive Revision folder.

Where students are using the Remote Learning folder as they are isolating (but others in the year group are still in school), they should complete the work set in accordance with their normal school timetable. This work is designed to be completed in the time of the lesson. If students are concerned that they are not completing the work or that they do not have enough work, they should contact their teacher using their gmail account.

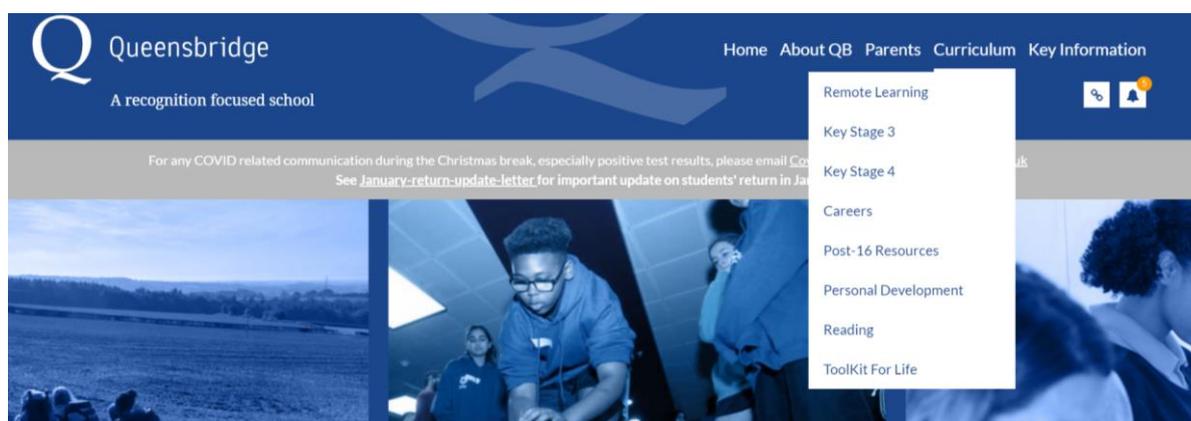
C. Accessing remote education

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

For live lessons, students will need to use **Microsoft Teams**. This can be accessed through the homepage of Frog (from the school website) and all students have been given instructions on how to do this.

The Remote Learning folder is located in the **Google Drive**. Again, students can access this through the homepage of Frog.

More details on how to access both the Google Drive and Microsoft Teams can be found on the school website using the Curriculum>Remote Learning link:



If my child does not have digital or online access at home, how will you support them to access remote education?

Both the Google Drive and Microsoft Teams can be accessed using a smartphone as well as laptops and tablets. However, we are aware that some pupils may not have suitable online access at home and we will endeavour to support these families through:

- providing a school laptop for the period of isolation
- providing dongles where families have no internet connection

Where this is not possible, teachers will aim to provide printed materials which may be posted home or collected on agreement by a member of the family.

Students who are unable to submit work electronically should collate all work completed and submit to their teachers on their return to school. School will provide exercise books that can be collected at an agreed time.

For more information on whether a child is eligible for IT support, parents and carers should contact the school using the enquiry email address: enquiry@queensbridge.bham.sch.uk

How will my child be taught remotely?

As stated above, when a whole cohort is at home, students will be taught through live lessons in Microsoft Teams.

Where individuals or smaller groups are isolating, the Remote Learning work in the Google Drive will be set in any of the following ways:

- i. lesson by lesson: resources (eg. PowerPoints) available for students to access in real time with their normal timetable;
- ii. a two week project to last for the period of isolation (to be completed in real time with their normal timetable);
- iii. emails sent from individual teachers (using gmail) (Year 10 and 11 groups only)

Students in all year groups have been provided with details of how each subject is setting work. This information is also available on the school website (Curriculum>Remote Learning). Students should check their gmail accounts daily for any updates.

D. 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?

It is the expectation of the school that all students will engage with remote learning, whether that be live lessons or through the work set in the Google Drive. However, we are aware that some students will find this a particular challenge. We ask that parents and carers support and encourage their children, helping them to establish clear routines and to follow their normal school timetable throughout the week. Text reminders will be sent daily to parents and carers.

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

Where students are being taught through live lessons, teachers will be taking registers. Any students who do not attend these lessons will be contacted by school and expected to catch up on the work missed. It is important for parents, carers and students to understand that there will be *no time to repeat this work* when students are all back in school.

Where students are accessing the work through the Google Drive (because they are isolating but others in their year group are in school), they will be contacted by a member of the pastoral team. This will happen within the first few days of the isolation period to ensure students are accessing and completing their work. In addition, if individual teachers have asked for work to be submitted (via gmail) but have not received this, this will trigger a further phone call to make parents or carers aware that key learning is being missed.

How will you assess my child's work and progress?

During each nine-week cycle, students are expected to complete at least two significant assessments. Where possible and appropriate, teachers will continue with this structure for giving feedback. In addition, students should receive more regular, informal feedback.

1. Where the whole cohort is at home and students are being taught through live lessons, this informal feedback could include:
 - comments emailed on work that has been submitted
 - question and answer sessions during the lesson
 - the results of quizzes and tests that are completed online
 - the use of Google Classroom which allows teachers to access and immediately comment on students' work
2. Where students are accessing the Google Drive because they are isolating (but others in their year group are in school), teachers will endeavour to provide feedback on work that is submitted. If this is not possible, feedback will be given on the student's return to school.

E. 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 understand that for some of our pupils with the highest levels of SEND (special educational needs and disabilities) and especially those who have an EHCP (educational health and care plan) they will face an additional challenge in accessing their work remotely, without support from an adult at home.

In order to ensure that the remote provision for pupils with SEND is as inclusive and supportive as possible, we aim to work with our pupils, families and school staff in the following ways:-

- Pupils with EHCPs will be offered a school place in the event of school shutdown. Pupils will have the opportunity to access their live lessons under the supervision of the wellbeing staff in school.
- Ensure that all pupils with the highest levels of SEND have access to a school laptop for the period of isolation, if they do not have access to one at home. A member of the wellbeing team will work to support the pupil in understanding how to use the device and any remote learning packages necessary.
- Pupils with the highest levels of need, including those with an EHCP will have regular 'check-ins' with a designated member of their wellbeing team, to check how they are coping with their lessons and to feed anything necessary back to subject teachers.
- Ensure teachers revisit pupils' individual educational plans and consider how particular strategies and targets can be adapted for the duration of remote provision.
- Additional training will be given to the teaching staff with a focus on supporting pupils with SEND with remote learning.
- Regular contact from school to the families of pupils with SEND where we identify that they are not engaging with their remote learning. School will work with pupils and families to make reasonable adaptations to the offer where a need to do so arises. This may involve: *more regular supportive telephone conversations; strategic and temporary allocation of wellbeing support staff to live lessons, setting up follow up sessions outside of the timetabled live lesson, making use of the breakout room function to enable smaller group work, blending the remote offer to combine live lessons and independent work away from*

the screen, providing pupils with the lesson materials in advance of the lesson/after the lesson so that pupils can work more flexibly at their own pace.

- School will ensure that the scheduled statutory EHCP review meetings with all necessary parties will remain on the calendar and will take place as planned over Microsoft Teams.
- Ensure that parents/carers understand how any external providers such as therapists, family support workers and advisory teachers are working during the remote learning period and how they can continue to access the services. Any updates from these providers will be sent to parents via text message or phone call.
- Signpost parents and carers to the Birmingham 'local offer.' This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood. www.localofferbirmingham.co.uk
- Parents/carers can email any concerns, queries or feedback to the SEND Administrator Maureen.Ashton@queensbridge.bham.sch.uk and she will direct this to the relevant member of the SEND team who will get back to you as quickly as possible.