

Remote education provision: information for parents

This information is intended to provide clarity and transparency to all TBCS stakeholders (staff/pupils/parents/carers and trust staff) about what to expect from remote education if 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?

We have a comprehensive remote learning timetable that is already established with staff that can be activated at minimal notice. That said, for the initial 24-hour period following a closure (full or partial), students can be expected to be signposted to their current homework timetable and paper-based resources provided by their subject tutors. This work is designed to be accessible for independent completion. Students will be communicated with via the school's online learning platforms; Satchel One and/or Microsoft Teams, or in some cases, via their school Office 365 account.

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 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, you may find that some practical subjects such as Dance or Drama switch to a focus on theoretical study; some Science curricula may be adapted to cater for the lack of practical experiments, opting to use video tutorials and demonstrations instead. This may also be the case for some Art and Design-based subjects, although we encourage our own teachers to record this material.

Some subjects will have to realign their curriculum slightly to make it a 'better fit' for remote study. For example, some texts may be taught in a non-chronological order in English to allow for more effective remote delivery. It is more accessible to guide students through individual poems than start a new Shakespeare text, for example.

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:

Secondary school-aged pupils not working towards formal qualifications this year (year 7, 8 and 9)	<p>Government guidance indicates 5 hours of provision per day (or 25 hours per week based on a timetable of 5 one-hour lessons)</p> <p>KS3 pupils at TBCS can expect to receive 30 hours of provision per week, therefore above national guidelines.</p> <p>This provision is made up of:</p> <ul style="list-style-type: none">• Pre-recorded lessons delivering new curriculum content, scaffolded practice, questioning, assessment and asynchronous interactivity• Opportunities for students to apply their new knowledge in the form of independent tasks and response to teacher feedback• Timely and frequent feedback lessons where teachers guide students through whole-class feedback on the most recent work completed and set follow-up tasks• Weekly live PSHE and DEAR Time sessions with their form tutor• Daily live check-ins with their form tutor via Microsoft Teams <p>This provision is organised according to a remote learning cycle across a period of 5 days. This is to allow our community to successfully meet the demands of remote learning in the most appropriate way according to their needs. A family may choose to work 9-3 or spread work out across a period of a day/2 days in accordance</p>
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	with the resources they have available.
Secondary school-aged pupils working towards formal qualifications this year	<p>Government guidance indicates 5 hours of provision per day (or 25 hours per week based on a timetable of 5 one-hour lessons)</p> <p>KS4 pupils at TBCS can expect to receive at least 30 hours of provision per week (and often more, dependent on their GCSE options), therefore above national guidelines.</p> <p>This provision is made up of:</p> <ul style="list-style-type: none"> • Pre-recorded lessons delivering new curriculum content, scaffolded practice, questioning, assessment and asynchronous interactivity • Opportunities for students to apply their new knowledge in the form of independent tasks and response to teacher feedback • Timely and frequent feedback lessons where teachers guide students through whole-class feedback on the most recent work completed and set follow-up tasks • Weekly live PSHE and DEAR Time sessions with their form tutor • Daily live check-ins with their form tutor via Microsoft Teams <p>This provision is organised according to a remote learning cycle across a period of 5 days. This is to allow our community to successfully meet the demands of remote learning in the most appropriate way according to their needs. A family may choose to work 9-3 or spread work out across a period of a day/2 days in accordance with the resources they have available.</p>

	<p>Post 16 students follow their in-school timetable, with provision delivered primarily via live lessons hosted on Microsoft Teams where this is logistically feasible. In the rare occurrence that live teaching is not available, students are provided with pre-recorded lessons in accordance with the above expectations.</p>
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Accessing remote education

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

KS3 and 4 students will access their learning via Satchel One (Show My Homework) and Microsoft Teams. Live content will be delivered via Microsoft Teams.

KS5 students will access all their learning via 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:

Should your child require the use of a laptop during a period of closure, this is accessible via your child's form tutor. Please email office@thomasbecket.org.uk or telephone 01604 493211 to arrange this provision.

The same applies for those families wishing to access devices that enable an internet connection (for example, routers or dongles)

At TBCS we endeavour to ensure that **all** students have internet access via a suitable device. In rare cases that this is not possible, printed materials will be made available and posted/delivered home on a weekly basis. This work will then be collected via our school minibus service so that work can be submitted to teachers for feedback.

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 (online lessons). This will apply, in the majority, to post 16 students. There may be some live provision for other year groups, mostly in the form of live tutor group check-ins, DEAR Time and PSHE.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers). This is the way that you can expect the majority of our remote learning to be delivered. According to Ofsted and The Education Endowment Foundation, teaching **quality** is more important than **how** lessons are delivered and the best way to deliver remote education is **not necessarily through live lessons**. We believe that pre-recorded lessons suit our learning community in that it allows flexibility of study. Families that may be sharing one device have the opportunity to spread out their learning to a schedule that suits them. Moreover, recorded lessons can be revisited at later stages to consolidate and review learning.
- printed paper packs produced by teachers (e.g. workbooks, worksheets) can be supplied to those students who do not have online provision and in circumstances where this cannot be resolved. This resource is also available to students with specific SEND needs on request.
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such as Seneca, Quizlet, GCSE Pod and Mathswatch.

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?

- At TBCS, remote education is compulsory. Concessions can be made for exceptional circumstances, but the majority of students are expected to engage daily with their learning. The school is on call daily to support all families. Please telephone 01604 493211 or email office@thomasbecket.org.uk to access staff support.
- With many of us parents ourselves, we recognise the challenges that remote learning poses for families. As a minimum, we expect parents to support the school by ensuring that you set a routine to support your child's education that comprises of suitable sleep patterns, getting dressed in the mornings ready to learn and a place to work. Parents should also ensure that their child is accessing the learning set by teaching staff and support this where feasible.
- We expect all students to comply with the remote learning cycle set by the school, adhering to deadlines when outlined and communicating with their teachers via the appropriate channels for support with their learning.

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

- Student engagement with tasks will be monitored weekly via form tutors and heads of year. This will be done by extracting data from our online learning platforms in accordance with how often students are logging on and accessing work. Any student found not to be engaging fully with their learning will receive extra phone calls home to ascertain what support needs to be put in place in order to support them moving forward in the first instance. Should engagement levels fail to improve, it may be necessary to engage parental meetings (in accordance with government guidelines).

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:

In this section, please set out briefly:

- In accordance with our remote learning cycle, **core subjects** (English, Maths, Science and RE) will provide feedback to students on a **weekly** basis. This will be via whole class feedback sheets and a dedicated pre-recorded feedback lesson, where students will be guided through best practice for how their work should have been completed and offered the chance to re-visit and re-work their tasks. This process will happen **fortnightly** for **non-core subjects**.
- Students may also receive feedback during their pre-recorded lessons in the form of mini-quizzes and small independent tasks. Microsoft Forms may be used for low-stakes testing (quizzes)

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 EHCP have been invited into school for support with their learning and if they are working from home they have been given a key worker for support. Students who are SEND Support have been assigned a key worker through year groups who is on-hand to support students via telephone or Microsoft Teams. Some SEND Support students are working in school where support cannot be offered from home.

Year 7 – Miss C Cooper - CooperC@thomasbecket.org.uk

Year 8 – Mr B Chapelow - ChapelowB@thomasbecket.org.uk

Year 9 – Mr M McGuire - McGuireC@thomasbecket.org.uk

Years 10 and 11 – Mrs C Worthington - WorthingtonC@thomasbecket.org.uk

Year 12 – Mr M McGuire - McGuireC@thomasbecket.org.uk

EAL students – Mr M Wozny – WoznyM@thomasbecket.org.uk

- A SEND support room has been set up in school where teachers and learning support assistants can help students with their online work and also provide key skills sessions.
- Some SEND students have been sent paper copies of work if this is needed to meet their needs.
- All teachers have been instructed to differentiate the work set online to meet the needs of individual students in their classes.
- Interventions are being delivered either in school, by telephone or via live sessions through Microsoft Teams
- A helpdesk has been set up so that parents and students can respond if they or their child is struggling with a particular subject and all issues are responded to within 24 hours.

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?

If your child is not in school because they are self-isolating, their class teacher will be alerted to this via their registration code on the class register (this is known as an X' code)

We have made all staff aware that any student with an X code is self-isolating and therefore needs work to be provided remotely. Your child's class teacher will use Satchel One (Show My Homework) [Years 7-11] or Microsoft Teams [VI Form] to upload the lessons on a **daily basis**.

This differs from our approach to full closure in so much that your child will **continue to follow their DAILY timetable** for lessons. Therefore, they should be checking online platforms at regular intervals in order to access the work set.

In the majority of cases, this work will mirror that delivered to the rest of your child's class in school. Some adaptations may need to be made depending on the nature of the subject, but overall, learning will be largely in line with what your child's peers will receive in school.

This work should be uploaded to your child's teacher in the usual way (via the online platform) and feedback can be expected to be received in line with the rest of the class. Your child's work will always be acknowledged.

It is vital that your child completes any work set during a period of self-isolation in order to ensure gaps in knowledge and understanding do not appear whilst absent from school. The only exception to this would be if your child is too ill with physical symptoms to complete work. Should this be the case, please telephone the school's absence line (01604 493211) to inform your child's teachers that this is the case.