

Bishop Vesey's Grammar School Remote Learning Statement, **January 2021**

Rationale

In line with DfE requirements (<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>), Bishop Vesey's Grammar School recognises the importance of high quality, consistent remote education where required during the Covid-19 pandemic. In the longer term, the School also recognises the benefits of establishing a blended learning curriculum.

Principles

Our approach to Remote Learning is governed by the following key principles:

Our remote learning is conducted using Microsoft Teams.

Pupils working remotely will still have full access to our broad, balanced and challenging Vesey curriculum, which will follow their daily timetable including form time and 5 or more hours of online lessons. (The exception here is A level students, who will have 30 or 40 hours lessons per fortnight depending on whether they are taking three or four A level subjects).

Remote education will be well sequenced, following the in-school curriculum intent for all subjects, giving students access to high quality remote learning resources including teacher support.

Our remote offer will be the equivalent length to the core teaching pupils would receive in school.

Recognition of the workload implications on teaching staff who may be balancing the delivery of educational provision with care for their own children at home.

Keeping children safe through our published Safeguarding and Child Protection policy.

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 around six hours each day.

<p>Secondary school-aged pupils not working towards formal qualifications this year</p>	<p>There will be 5 hours of online lessons delivered on Teams each day, using video meeting technology. Each lesson will typically consist of 15 minutes at the beginning where teachers introduce and set out the expected work and clarify any questions (live video stream), followed by 30 minutes of independent study, followed by 15 minutes of Q&A (live video). During the independent study, teachers will remain available on Teams Posts or Chat to answer individual questions.</p> <p>Homework of up to 30 minutes of independent work may be added, according to the existing homework timetable.</p>
<p>Secondary school-aged pupils working towards formal qualifications this year</p>	<p>As above but homework can be up to 60 minutes.</p>

Accessing remote education

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

Microsoft Teams is the primary delivery method. All students and teachers must use their school account credentials. Video meetings will be used to provide live streamed lessons (see above). Posts on Teams pages, and Chats (for 1-2-1 support) will be used for students Q&A. Assignments will be used to set homework tasks and for students to return work for teacher feedback.

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:

- Where students are encountering temporary issues accessing remote learning, they should contact relevant teachers and the Head of Year/Form Tutor to make them aware.
- If a student does not have access to a working internet device we will lend laptops or tablets to pupils. Parents should contact IT@bishopveseys.bham.sch.uk in the first instance to request this.
- If a student does not have access to wifi at home we will lend devices that enable an internet connection (for example, routers or dongles). Parents should contact us on the above email address to request this.
- We are happy to provide support on how to install Teams on any device (including mobile phones) – please contact the above email address.
- Parents should be aware of the remote education resources available with Oak National Academy. There is specialist content for pupils with SEND which covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This may complement the other remote education resources set by the subject teacher. <https://classroom.thenational.academy/specialist>
- We can provide printed resources, such as worksheets for pupils who do not have suitable online access. Please ask.

How will my child be taught remotely?

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

- Live teaching (online lessons) using Teams Meetings – typically for the first 15 minutes and last 15 minutes of each one-hour lesson
- Recorded teaching (e.g. narrated PowerPoints, video/audio recordings made by teachers) may be used instead of live lessons where appropriate
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, for example Kerboodle, Doodle or MyMaths
- Online text books are used by many departments and students already have their own login credentials for these
- Students can also ask questions at any point in the lesson on Teams Posts or Chats, however students should not expect a quick response if they are posting questions outside of the normal lesson time as teachers will be busy conducting lessons with other classes at this time

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?

- We expect all students to be present (i.e. logged in to their live video meeting) for their live tutorial time at 9.10am and at each of the 5 online lessons each day, at the normal time when the lesson is scheduled on their timetable
- Teachers will take a register at the beginning of each live lesson
- A-Level students will follow their normal timetable too.
- All students are expected to be responsive and engaged during the entire live section of each lesson, and not to be away from their screen
- Parents should encourage students to adopt as normal a daily school routine as is possible.

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

- Registers are taken at each lesson and attendance patterns are monitored
- Students are expected to be at their screens for the entire live session and will be expected to be responsive when prompted by their teacher
- They may be asked to switch on their video feed to answer a question or simply confirm their continued attendance
- If poor attendance patterns emerge then the student will be contacted on Teams, and the parents may be contacted by email or telephone
- Parents are expected to support school expectations for full student attendance.

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:

- The school's assessment and marking policy will be followed
- Online digital quizzes and mini-tests will be used on a variety of appropriate platforms
- Some work may be self-assessed by students
- Students will also be expected to submit some work through the Assignments module on Teams – sometimes this will be in electronic form (such as Word documents or a Powerpoint presentation), sometimes we may ask for a photograph of work completed on paper
- Sometimes this work will be briefly checked for completion
- At appropriate times work will be marked by a teacher and feedback will be sent via the Assignments module
- Some subjects will use other modules in Teams such as the Class Notebook or Files sections to allow students to store work and teachers to provide ongoing feedback – this will normally apply to subjects where an ongoing piece of project work is being undertaken.

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 SEND are allocated a Key Contact who will make contact during the period of isolation to ensure that learning is taking place successfully. There will be a phone call or Teams message fortnightly with an opportunity to speak to the SENCo if required via email, Teams or phone
- The Key Contact will inform teaching staff if there are any issues or concerns so they can be dealt with efficiently
- Where a student has an EHCP the school will work within their best endeavors to deliver the outcomes stated
- We will continue to differentiate work set, just as we would if the student was in school
- We will be more flexible with deadlines, especially for any items of independent work set

Who is responsible for monitoring the quality of remote education?

Heads of Department are responsible for monitoring the quality and setting of remote education. This will be further monitored by the Headteacher, with the support of the Senior Leadership Team.

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?

Wherever possible and practical teachers will open a live online video meeting on Teams at the beginning of each lesson. Students are expected to log in to this session each lesson. Teachers will ensure that the students at home can hear what they are saying, and where possible that they can see anything being written on the whiteboard. If teachers are projecting images or text on the whiteboard, where appropriate, teachers will attempt to screen-share these images in the live online lesson. Teachers will ensure that students at home can ask questions by speaking on the video call, or by using Posts or Chat. Students must bear in mind that teachers may not be able to respond quickly to Posts or Chats as they are currently directing a lesson in school.

We regret that there may be certain situations and room layouts which prevent this dual or blended learning approach, but as a minimum, teachers will always set work on Teams for the students (who are at home) to complete.