



Brown's School Remote Education Policy



<u>Full Name of Policy</u>	Remote Education Policy
<u>Date of Approval</u>	September 2021
<u>Date of Next Formal Review</u>	January 2022



Remote Education Provision: Information for all Stakeholders

Brown's School will provide remote education provision in the following circumstances to ensure best endeavours are made to make sure education provision is met.

- ∞ Should the school be closed for a significant reason such as a pandemic, major incident, weather.
- ∞ That will support learners during long periods of non-attendance due to high levels of anxiety, adjustment disorders, prolonged illness, and Government guidelines.
- ∞ For learners who are unable to attend Brown's due to a fixed exclusion, or a permanent exclusion which will lead to a managed move to another educational provision.

This information is intended to provide clarity and transparency to students, parents or carers about what to expect from remote education.

The Remote Curriculum: What is taught to students at home

A student's first three days 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. As soon as it is practical, the remote educational provision will be provided to best mirror the educational provision provided within the normal timetable for the student. The school will provide a suggested timetable for remote learners, but sessions may be shorter and presented in manageable chunks to assist with focus and attention due to the profile of our students.

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?

Brown's will provide an initial core curriculum provision if time is required to set up the remote learning package. Following this period of time, we will be delivering the same curriculum remotely as we do within Brown's, with some adaptations to best support the learning profiles of our students. The school will provide a balanced and engaging timetable for students, incorporating live and pre-recorded lessons as well as independent work. Therapy will also continue to be delivered remotely.

Access to Remote Education

Access to Technology

Students with technology will be able to engage with Google Classrooms immediately. The school will provide information on access to ensure that students, parents or carers are able to access the platform. If families do not have the appropriate technology available to learners, please contact the school to discuss further arrangements. Google Classrooms will be used periodically within the face-to-face educational provision, so that Brown's students have confidence in working with the remote education programme.

Paper Based Learning

Paper based learning provision can be provided for families who are unable to access the online provision whilst the school investigate any issues in order to create a more dynamic learning environment for the learner.

Guidance for Parents/Guardians

Parents and carers will be provided with guidance on how to support their child with Google Classroom as well as a suggested learning timetable in order to encourage learners to progress towards personal learning targets as well as to support reintegration with face-to-face education in the future.

Google Classroom will enable students to access their education provision from home. Each subject will have their own topic area in which students and teachers can comment on work set. Google Meet will be used in some sessions to allow students and teachers to interact directly, engage in realistic lessons, and discuss work from independent tasks.



The Programme of Remote Teaching and Study Time

All students will be provided with a suggested home learning timetable for their class. Classes will be timetabled for five 30-minute lessons each day, of which will be made up of a mixture of live tutorials, pre-recorded lessons, and guided independent study sessions. Students will have the ability to discuss or raise questions with their teacher via the private/public comments feature under each assignment. Teachers will respond as soon as possible providing they are not teaching on site.

As part of their daily home learning timetable, students will also have scheduled Occupational Therapy, Touch Typing, and Independent Reading as reflected in their regular school day. Any individual therapy provision such as Speech and Language Therapy or Occupational Therapy will still be provided in addition to the suggested timetable. Sessions with the Clinical Psychologist and Specialist Literacy and Maths Interventionists will also continue to be provided.

How will my child be taught remotely?

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

- ∞ Google Classrooms will have work uploaded by teachers for all subjects that your child takes. These will be set as assignments, where students can complete the work set, whilst allowing the staff to write on the live documents, leaving feedback, comments and suggestions as well as mark their work in real time during the timetable lesson times. On the 'stream' of each classroom page, staff and students can post comments to one another and ask questions.
- ∞ Live teaching will be via Google meets which is linked to Google Classrooms. This enables students to access paperwork and have access with the tutor in a virtual setting.
- ∞ Pre-recorded lessons for practical subjects such as Physical Education, Food Technology, and Art will be uploaded to Google Classroom along with theory tasks.
- ∞ Textbooks and reading books can be collected or delivered to the home in order to provide the necessary resourcing for teaching and learning.

Engagement and Feedback

Due to the complex profiles of our students, the school are happy to liaise with parents and be flexible in assisting them with the demands of home learning. The school expect students to engage with their timetabled lessons and engage with teachers via Google Classroom. The expectations of parents/guardians are to facilitate engagement and attendance with the school curriculum as well as support the implemented provision.

Information on Sharing Attendance and Engagement on the Student

The school will liaise with parents regarding attendance and engagement. Safeguarding/Pastoral Care will make contact with parents if no engagement is registered shortly after initial set up.

The Safeguarding/Pastoral Care teams will make contact with students who are home learning each week to support mental health and wellbeing.

Assessment of Student 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:

- ∞ Private comments on assignments set in the classroom, giving learners feedback.
- ∞ Live comments, directly about learners' work and engagement, providing positive comments and suggestions for improvements.

Submitting Work

On Google Classrooms, students submit their work at the end of each of the assignments. Staff will provide feedback on assignments and will record engagement to report to the Senior Leadership Team.



Additional Support for Students with Particular Needs

Most students who attend Brown's have an Educational Health and Care Plan (EHC Plan) and therefore the remote education is designed to be either:

- ∞ Differentiated to allow independent working.
- ∞ Supported through educational support on the virtual platform.
- ∞ Needs parent and carer support to promote engagement and motivation to learn within the home environment.

Brown's acknowledges that remote education can place significant challenges to parents and carers, but the school promotes a good working relationship with our parents and will look to assist them with the demands of home learning wherever possible.

Remote Education for Self-Isolating and Convalescing Students

Where individual learners need to self-isolate as a result of a positive pandemic test, as a result of contact with another individual with positive pandemic result, or due to shielding arrangements; or convalesce following a stay in hospital or difficult debilitating illness which has disrupted attendance at school or college, learners will have access to remote learning, in order to allow them to access the same curriculum as their peers within Brown's.

Work will continue to be set on the google virtual classrooms, allowing students to access their work from home. Feedback on this may not be immediate if the teacher is continuing to teach the rest of the class within Brown's. Communication via email between learners, teachers and form tutors will still be available. A personalised learning programme can be devised for learners in special circumstances.

Reviewed in Staff Meeting

Personal responsible for editing: George Mitchell in September 2021

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_____ Headteacher

_____ Date