



Remote Education Provision

Information for Parents/Carers

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

A student'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 students being sent home?

In the first instance of a move to immediate remote education, students are referred to our Home Access to Learning Documents: <https://www.billericayschool.com/students/access-to-home-learning/>

This will enable young people to continue their learning immediately, until they receive further instruction from their teachers on Google Classroom.

6th form students will refer to Google Classroom in the first instance of a move to remote learning.

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, our practical subjects will need to adapt their remote learning provision accordingly.

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 students broadly the following number of hours each day:

Key Stage 3 and 4 – 4 to 5 hours

Key Stage 5 – 6-8 hours





Accessing remote education

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

Google Suite: Google Classroom, Gmail and Google Meet

Other subjects may use additional platforms, such as: Hegarty in Maths, Readingwise Literacy programme and Doodle in Science and a range of other subjects.

We may sometimes record Google Meet sessions for a variety of purposes. Students will be informed at the start of the Meet if it is being recorded and that by attending they understand this and give their consent. As a matter of course, recording will happen in the case of extended 1:1 Google Meet/Zoom sessions with students.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

We have already loaned a significant numbers of school laptops and Chromebooks, as well as distributed those provided by the DfE. We have also loaned devices that enable internet connection and facilitated access to all DfE and mobile provider schemes.

<https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>

Please contact the school if your child still needs a device or is having issues accessing remote learning, or to discuss provision and submission of work if your child has no online access at all.

How will my child be taught remotely?

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

In the event of moving to exclusively remote learning, we follow a specific timetable that is communicated to parents and students via a range of forms: letters, Social Media and through Google Classroom.

We use the following approaches to remote learning:

- Live teaching (online lessons) via Google Meet (and/or Zoom for Post 16 students).
- Assignments/Classwork set on Google Classroom to be completed within a lesson or over a number of lessons, with regular teacher support and guidance.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) if required and in communication with our Personalised Learning Department or Pastoral team.
- Textbooks and reading books students have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- 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 have outlined the routines and expectations of young people and our parental community in the following checklist:

<https://www.billericayschool.com/assets/Uploads/Files/covid/V2Remote-Learning-Checklist.PNG>

We have also communicated our ongoing expectations around remote learning via the following parental communications:

<https://www.billericayschool.com/assets/Uploads/Files/covid/V2210105-Whole-School-Update.pdf>

<https://www.billericayschool.com/assets/Uploads/Files/covid/210111-Remote-Learning-Expectation.pdf>

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

- Teachers are to use SIMS notifications to alert parents, via MyEd, of any achievements or concerns around remote learning.
- Teachers will also be monitoring and recording student engagement in their remote learning in their subject areas.
- Issues raised with Form Tutors via weekly check-in are followed up by Pastoral Team

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 student work is as follows:

Feedback will be given at a frequency that is appropriate to the number of lessons the class teacher delivers to a class. Some subjects have more allocated teaching hours than others, meaning some teachers see a class multiple times a week and others once or twice. Some classes are shared and therefore the teachers sharing that class will need to agree on when each staff member is to give feedback.

We consider the following to be valuable forms of Remote Learning feedback:

- Whole class verbal feedback via Google Meet/ Post 16 Zoom
- Whole class written feedback uploaded on a document
- Individual annotations or comments on pieces of work, with targets for improvement
- Using the chat function in Meet/Post 16 Zoom to check students' understanding and address misconceptions
- Use of other platforms to offer immediate scores/progress checks, such as Hegarty Maths, My Maths, Doodle and Google Forms.
- Teachers using the information gained from a Google Meet session or assignments completed to inform their planning of the following lesson.
- Additional support for students 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 students, for example some students 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 students in the following ways:

- All students, including SEND, have a weekly check-in with their Form Tutor, which means that any enquiries that need further input are addressed.
- All Learning Support Assistants follow their allocated school timetable online, join the Google Meet lessons and support SEND students with their work online via Google Classrooms. Additionally, separate Google Classrooms have been set up to facilitate them supporting SEND students directly.
- Where SEND students are struggling to access online learning due to technology issues, the school will provide IT devices for the students to use at home.
- In some cases, SEND students may benefit from regular telephone calls to support their well-being and learning; this is undertaken by members of the Personalised Learning or Pastoral teams.
- Where SEND students are struggling to cope with the rigours of online learning, their timetables have been tailored to suit their needs.
- In some cases, paper copies of resources or separate resources which support students' online learning have been sent home.
- Where required, SEND students physically attend school to be supported with their online learning.
- Remote education for self-isolating students

Where individual students 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 students 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?

In the case of individual students self-isolating, they are to do the following:

- Check their Google Classrooms for each subject and complete any work as instructed by their teachers. The work on Google Classroom is to be prioritised.
- Access the website, or Year group Google Classrooms and complete the Home Access to Learning materials, for the subjects they would have been taught during their timetable: <https://www.billericayschool.com/students/access-to-home-learning/>