

Designated SLT for remote education provision: Rebecca Foxton



Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers 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?

Staff will upload lessons each day and continue to provide feedback through the Show My Homework site. Please refer to our video of how to access all work on Show My Homework via the school website: <http://www.brinsworthacademy.org.uk/homework/> . Staff will also be available on e-mail with the format - initiallastname@brinsworth.rotherham.sch.uk

Show My Homework is an online platform that is accessible via a range of devices: phones, tablets, laptops and PCs.

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, some of our English texts are not available online and PE lessons will be slightly adapted so that students can take part in physical activities whilst working remotely. Equally, some of our more ICT based subjects and ADT lessons will have been adapted so that students have the resources they will need at home.



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	Students will be provided with at least 4 hours of learning equivalent to the lessons that they would have in school that day.
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Accessing remote education

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

All students' work will be uploaded onto Show My Homework. Please refer to our video of how to access all work on Show My Homework via the school website:
<http://www.brinsworthacademy.org.uk/homework/>

There will also be recorded content via PowerPoint or Loom.

Those students who have consent, will also be invited to access live lessons on Microsoft Teams where appropriate. This facility will allow staff to be able to ask direct questions and receive responses during the lesson.

Students may also be invited to join a smaller Microsoft Teams seminar style session where there will be a selected group of students invited so that the member of staff can address any misconceptions, give more specific feedback based on students' work and offer opportunities to develop pieces further.

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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:

- If you would like to borrow a laptop whilst your son/daughter is studying from home, please email bfoxton@brinsworth.rotherham.sch.uk, their Head of Year or Richard Lewis (Remote Education Administrator – rlewis@brinsworth.rotherham.sch.uk) and arrangements can be made to deliver these to your home address.
- If you do not have internet connection (for example, routers or dongles), please let us know at this time and we can provide a dongle.
- We can also apply to increase your data allowance on your mobile phone (on certain networks: Three, Smarty, EE, Virgin Mobile, Tesco Mobile and Sky Mobile) and in certain circumstances. We will need the name of the account holder, the number of the mobile device and the mobile network that the device is on i.e. EE.
- If your son/daughter would prefer to access their work via printed materials, please contact their Head of year or Richard Lewis. (rlewis@brinsworth.rotherham.sch.uk) These pieces can then be returned to class teachers as your son/daughter returns to the academy.

How will my child be taught remotely?

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

- If students have consent, they will be invited to live sessions by their class teacher via Microsoft Teams.
- Recorded teaching (video/audio recordings made by teachers).
- Activities and tasks set as part of recorded lessons on Word/PDF files.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as BBC Bitesize, Hegarty Maths and You Tube.

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?

Whilst your son/daughter is accessing remote education, it is always a good idea to provide as much structure as possible to their day so it is clear when they should be accessing the work they have been set and when they should still be able to relax and enjoy some free time.

We understand that all families are different and may have a number of people trying to work from home at the same time, but, wherever possible, please try to provide a quiet space where they are able to concentrate and complete the work they have been set. If your son/daughter is accessing a live lesson, they should ensure their device's camera and microphone is turned off (unless they are directed by their teacher to contribute to the lesson by answering or asking a question).

Take some time each day to ask them how they are coping with this different way of learning and don't hesitate to contact the academy should you have any questions or queries. Form Tutors are always happy to help and can ensure your questions are answered.

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

Teaching staff will access Show My Homework each day so that they can stay up to date with the tasks being uploaded by students and so that they can provide feedback or respond to any questions or queries.

Staff will also call or email you if students have not been engaging with Show My Homework or completing the work for their subject area.

Richard Lewis, our Remote Education Administrator will also liaise with staff, parents and carers if a student has not been accessing Show My Homework or completing the tasks set in order to ascertain if there is an issue in accessing the site or if any other assistance is required. You will be contacted via telephone or email so that support can be offered.



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:

Students will be offered feedback directly on the pieces they submit on a weekly basis. This may be more regular if a quiz has been marked automatically. Lessons will also be adapted and references made to whole-class trends and patterns based on pieces submitted.

Live lessons and seminar-style sessions will also give staff a chance to be able to verbally feedback to students and give further explanations in order to clarify their explanations or develop responses a little further.

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:

Our Achievement Support Team continue to work with students throughout their period of remote learning through a variety of means: telephone calls, Microsoft Teams sessions and via email. These opportunities provide a chance for staff to check-in with students and answer questions they may have or discuss particular pieces they are having difficulties with. Where possible this team provides remote lessons or learning conversations for pupils who have the greatest difficulty accessing remote work. These pupils also have access to a number of platforms that we use in school to use remotely, this allows students to continue to practice key skills, these platforms include Lexia, Mathletics and home/school learning packages e.g. EdPlace. These can all be accessed from home and our team offer support and guidance with these. In all cases where learners with SEND are asked to work remotely the SENCo and Achievement Support team create a plan of intervention which they feel will ensure the remote provision provided will best meet the needs of the individual learner.

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 individuals or small groups of students are working from home if they have been asked to by the academy or if a member of their family is awaiting a test result or has tests positive, then work from their timetabled lessons will be uploaded each day to Show My Homework by their class teachers. Students may also be invited to join their live lessons via Microsoft Teams.

In the same way as described above, students will receive feedback at least weekly in order to praise, support and offer guidance where needed. Staff will also be available on e-mail with the format - initiallastname@brinsworth.rotherham.sch.uk

HOW TO SUPPORT YOUR CHILD WITH REMOTE EDUCATION



We understand that this is a challenging time. Balancing work with support of home learning, supporting more than one child, navigating various emotions caused by the lockdown, varying levels of motivation and resilience on the part of learners, access to technology and a range of other challenges is something that we are all coping with and managing with in our own family circumstances. We hope that by setting out clear expectations and working to keep lines of communication open, difficulties can be addressed and support can be offered to you throughout this period of remote learning.

Remote Learning will comprise of:

- Lessons delivered live using Microsoft Teams or by a recorded / narrated PowerPoint with access to a teacher through Show My Homework for questions at the time when they would usually have their lesson.
- Seminar style sessions where a smaller group within a class is invited by their teacher to discuss their engagement with the lessons and learning so far that week and respond directly to individual questions and give feedback to tasks set.
 - Work set using Show My Homework to cover appropriate curriculum time (mirroring 'normal' curriculum time) for that day/week, sub-divided into the appropriate number of lessons



- Work set in line with agreed subject curriculum intent – we will continue to deliver the material your son/daughter need to know but also check and support their understanding as we go along
- Work set providing activities that are clearly explained to provide learners with opportunities to deepen their learning as well as to be clear on the key elements of what they need to do if they are struggling.
- Feedback provided by class teachers on the work submitted – this will be done in live Microsoft Teams Lessons, via comments on Show My Homework and email, in seminar sessions and in the marking of quizzes and pieces of work submitted.
- Pastoral support from Form Tutors and members of the support staff team for all learners, and SEND learners in particular to support learner wellbeing.

Please refer to our video of how to access all work on Show My Homework via the school website: <http://www.brinsworthacademy.org.uk/homework>

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Accessing online resources

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- If you do not have internet connection (for example, routers or dongles), please let us know at this time and we can provide a dongle.
- In some circumstances, we can also apply to increase your data allowance on your mobile phone (on certain networks: Three, Smarty, EE, Virgin Mobile, Tesco Mobile and Sky Mobile). We will need the name of the account holder, the number of the mobile device and the mobile network that the device is on i.e. EE.
- If your son/daughter would prefer to access their work via printed materials, please contact their Head of year or Richard Lewis. (rlewis@brinsworth.rotherham.sch.uk) These pieces can then be returned to class teachers as you son/daughter returns to the academy.



How best to provide support and structure for Remote Learning

Whilst your son/daughter is accessing remote education, it is always a good idea to provide as much structure as possible to their day so it is clear when they should be accessing the work they have been set and when they should still be able to relax and enjoy some free time or go and take part in their daily exercise.

	1	2	3	4	5	Daily Exercise
Monday						
Completed						
Tuesday						
Completed						
Wednesday						
Completed						
Thursday						
Completed						
Friday						
Completed						

We understand that all families are different and may have a number of people trying to work from home at the same time, but, wherever possible, please try to provide a quiet space where students are able to concentrate and complete the work they have been set. If your son/daughter is accessing a live lesson, they should ensure their device's camera and microphone is turned off (unless they are directed by their teacher to contribute to the lesson by answering or asking a question).



Take some time each day to ask them how they are coping with this different way of learning and don't hesitate to contact the academy should you have any questions or queries. Form Tutors are always happy to help and can ensure your questions are answered.

Take a look at the video provided by the EEF to help with supporting a daily routine for students during this time:

<https://www.youtube.com/watch?v=MO9SDGRgi3c>

Particularly with secondary aged children, your encouragement of, and interest in, children’s learning is more important than direct involvement. It is extremely helpful for you to know about the work that is sent home and support our children to do it rather than get directly involved in the actual assignments. You can log into Show My Homework and see the work that your child has been set for that day. The work set is aimed at learners so that they can be guided through it by their teachers, rather than needing direct supervision by parents who will more than likely have a range of other commitments to attend to.



Top tips for creating a productive learning environment in the home



- Ensure all distractions are switched off or well out of reach – mobile phones should be switched off / on silent or placed in another room; the TV also shouldn’t be on.

- Provide a table or suitable flat surface and a chair for work to be completed on.
- Ensure that learners remain hydrated with water and are able to eat in line with a regular routine.




- Conversation – during learning or once learning has taken place, talk about it – ask your child(ren) what they learned during their last hour or during the day – ask questions – you don’t need to know the answers. If you have more than one child, get them doing this together – there is a lot to be said for peer supported learning! “What do you know now that you didn’t when you started this task?” “Explain... to me” “Tell me about”

Managing time, coping with remote learning and setting goals

As adults, we have lots of experience at managing our time – students will need support and guidance with this. They will need to ask and be encouraged to think about questions like:


What do I want to achieve over the course of this hour or this day's learning?	Setting goals
What order am I going to tackle my work in? What resources do I need?	Planning
Learning isn't always easy; schedules can be flexible – if something isn't working, don't argue about it as frustrating as it might be, build in a break and come back to it later or tomorrow.	Perseverance
As adults, we have lots of experience at managing our time – your son/daughter should lead and follow guidelines and try to stick to them. Have they got all of the materials they need (so they don't have to waste time later trying to find something later)?	The management of time and materials
Work is set by teachers with the best of intentions. Seek advice if it helps but develop your son/daughter's independence so they can try to solve a problem themselves first.	The management of attentiveness and emotions




COPING CALENDAR: KEEP CALM. STAY WISE. BE KIND


30 actions to look after ourselves and each other as we face this global crisis together. Please use & share 🙌

- 1 Make a plan to help you keep calm and stay in contact
- 2 Enjoy washing your hands. Remember all they do for you!
- 3 Write down ten things you feel grateful for in life and why
- 4 Stay hydrated, eat healthy food and boost your immune system
- 5 Get active. Even if you're stuck indoors, move & stretch
- 6 Contact a neighbour or friend and offer to help them
- 7 Share what you are feeling and be willing to ask for help
- 8 Take five minutes to sit still and breathe. Repeat regularly
- 9 Call a loved one to catch up and really listen to them
- 10 Get good sleep. No screens before bed or when waking up
- 11 Notice five things that are beautiful in the world around you
- 12 Immerse yourself in a new book, TV show or podcast
- 13 Respond positively to everyone you interact with
- 14 Play a game that you enjoyed when you were younger
- 15 Make some progress on a project that matters to you
- 16 Rediscover your favourite music that really lifts your spirits
- 17 Learn something new or do something creative
- 18 Find a fun way to do an extra 15 minutes of physical activity
- 19 Do three acts of kindness to help others, however small
- 20 Make time for self-care. Do something kind for yourself
- 21 Send a letter or message to someone you can't be with
- 22 Find positive stories in the news and share these with others
- 23 Have a tech-free day. Stop scrolling and turn off the news
- 24 Put your worries into perspective and try to let them go
- 25 Look for the good in others and notice their strengths
- 26 Take a small step towards an important goal
- 27 Thank three people you're grateful to and tell them why
- 28 Make a plan to meet up with others again later in the year
- 29 Connect with nature. Breathe and notice life continuing
- 30 Remember that all feelings and situations pass in time



“Everything can be taken from us but one thing: the freedom to choose our attitude in any given set of circumstances” ~ Viktor Frankl





ACTION FOR HAPPINESS

www.actionforhappiness.org

Find out more about the Ten Keys to Happier Living, including books, guides, posters and more here: www.actionforhappiness.org/10-keys

Supporting home learning routines

Planning the day

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report *Improving Behaviour in Schools*

	M	T	W	T	F
I woke up at a good time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I did some exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had regular meals and drank water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed some reading in a quiet space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I practised a maths skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I completed some school work at my work space. I chunked it so I had some breaks too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talked to my family about my day and how I am feeling. I asked them about their day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I helped with a household job and talked to my family while I did it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I contacted my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spent some time on my creative hobby.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parent/carer told me what I did well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Seven Top Tips to Support Reading at Home

Shared reading is a great way to develop children’s language and communication and to boost their reading skills.

<p>1 Concentrate on reading quality (it isn't all about reading lots)</p>	 <p>Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!</p>
<p>2 Ask your child lots of questions</p>	 <p>All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'</p>
<p>3 Ask your child to make predictions about what they have read</p>	 <p>If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'</p>
<p>4 Ask your child to summarise what they have read</p>	 <p>When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'</p>
<p>5 Ask your child to write about what they have read</p>	 <p>Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.</p>
<p>6 Read and discuss reading with friends or family</p>	 <p>Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'</p>
<p>7 Maintain the motivation to read</p>	 <p>Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'</p>

Regular reading routines can offer lots of opportunities for learning during school closures.

Please don't hesitate to get in touch

There are a number of staff and resources who can help you at this time.

- Form tutors will be in touch daily to check-in with students and see how their days have been. Students can also email them directly if they have any questions or queries.
- Subject teachers – Students can email their teaching staff if they have any questions. All staff will be available during their class' timetabled lesson and they can get in touch using the format: - initiallastname@brinsworth.rotherham.sch.uk
- Heads of Year will be calling students and families and getting in touch via email to make sure students are coping with the pressures of working remotely. Students are always able to email them themselves if they require any support.
- For support with Show My Homework, accessing remote learning or enquiring about the loan of a laptop, please contact Richard Lewis (rlewis@brinsworth.rotherham.sch.uk) or Rebecca Foxtan (bfoxtan@brinsworth.rotherham.sch.uk)

