

BIG REMOTE EDUCATION GUIDANCE – JANUARY 2021

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?

Unless a subject/specialist teacher is isolating students will be taught their current timetable with the exception of British Sign Language.

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	5 Hours a day approximately
Secondary school-aged pupils working towards formal qualifications this year	6 Hours a day approximately

Accessing remote education

If my child does not have digital or online access at home, how will you support them to access remote education?

It is to be noted that all decisions relating to the education of our students are taken jointly with parents during the pandemic. Students are only educated remotely where parents feel this is the safest and most appropriate action for their family. For other families where there are vulnerable young people (some with complex needs) it may be necessary for them to return to the education premises, be tested (regular Rapid COVID Tests) in order to continue their education. We recognise that some pupils may not have suitable online access at home. The following approaches are taken by BIC to support all our students to access remote education:

As an independent college we do not currently qualify for any government schemes to support students whilst in lockdown. However, BIC continues to support families through the loaning of laptops to students who require them. Parents and students are required to complete a contract agreeing to return the laptop in the condition in which it was given. If students do not have access to a printer BIC will post out work to students as necessary. However, if students do not have access to the internet BIC is able to issue a dongle for their use.

How will my child be taught remotely?

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

BIC will be conducting all lessons using the Zoom platform. All students will be issued with their individual timetable on day one of remote learning. Timetables will have listed all Zoom Codes and Passwords for each lesson. Lesson content may include videos, whiteboard and screen sharing applications. In addition, some worksheets/homework are emailed or posted out to parents for their child ahead of lessons.

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?

Please refer to Section 5.1a of the BIC E-Safety Policy (see policies above).

5.1a The use of Zoom and any other on-line lesson resource.

Safeguarding during on-line lessons

- ALL on-line lessons should be conducted in a public area in the home – **not in a bedroom**. If no responsible adult is present the lesson will not go ahead. Every lesson must have a responsible adult present who should introduce themselves at the beginning and end of each lesson. It is the responsibility of the professional member of BIC Team to ensure an introduction to the appropriate adult establishing who they are and recording their details i.e. their name and relationship to the student. If you are not made aware of who the adult is you must refer back to the SLT for approval to continue the lesson. This is an important part of our E-safety policy to safeguard both the professional and the student and therefore should be applied. Additionally, where possible a member of the SLT will be present to observe on-line lessons.
- On joining BIC parents would have been given the option for their child to have recordings conducted, or not, during their time with us. Those who did not agree to have recordings conducted staff will be notified prior to on-line lessons and that student should be directed to choose the option for no recording. Please ensure that all lessons are recorded and made available to BIC SLT.
- A class register must be completed and returned to the SLT at the end of each lesson.
- Lessons should be held on a PC/Laptop/Tablet.
- Parents will be emailed by the SLT with the appropriate link to join the lesson.

Using ZOOM.US

- Switch the settings to have microphones and videos off when joining the meeting
- Ensure the host is in control of the screen, saving of the video and chat content

- Professionals will have the option to mute and unmute all participants, including video screens
- To select appropriate background environments, be conscious that this replaces the classroom and therefore should not have others (family members/friends and pets) present
- Use the whiteboard and annotation tools, and the use of shared screens where appropriate to improve engagement.
- Students are sometimes encouraged to use the Zoom screenshot to record important notes.
- Remind users about respecting others and using the chat box for commentary
- Professional and students are requested to dress and talk appropriately!

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

A member of the Senior Leadership Team (SLT) is present in every lesson to ensure attendance and behaviour are as expected, as well as the monitoring of delivery.

If there are any attendance or behaviour issues a member of the SLT will contact parents/carers immediately to discuss concerns.

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 are given daily feedback on works completed either during lessons or as part of homework briefing. As is our practice teachers produce a register, reporting on each student's performance: Lesson Plant Met, Area of Achievement, Area of Concern, Homework. These reports are sent to the SLT as a matter of course and acted on as appropriate.

Within Zoom the annotation tool is also used for formative assessment during the lesson where students are encouraged to annotate on screen.

We recognise that the online teaching can sometimes fail to communicate the nuances possible in a classroom situation, so students are checked on an individual basis for feedback on class sessions to identify any gaps in learning and where appropriate they will be timetabled for short 15-minute sessions to plug any gaps in

understanding of a specific topic. In the usual way, end of term reports are issued and does contain a section for students and parents to give their feedback.

Since the precise nature of assessment for examinations seems likely to be uncertain for the foreseeable future, it is important that all work that students complete independently at home – whether on paper or online, answers to exam style questions, notes or calculations - is completed to the best of the student's ability, dated and stored carefully in a folder or file. This work may be drawn on as evidence for the level at which a student is working, in the event of future examination procedures not being possible. Please ensure that your student takes responsibility for organising their work in this way.

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 a child is self-isolating and is able to attend lessons they will be expected to follow all timetables issued. However, if a child is not well enough to attend virtual lessons paper sheets can be emailed or posted home for completion and return to college for marking and remote feedback. Additionally, catchup lessons will be timetabled as required.

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