The Buckingham School
2021-22 Remote Learning Provision

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 where national or 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. Please see below for further details.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the event of a school closure, we are committed to providing an education to all of our students and we will do this through remote learning. Some of this learning may employ digital devices, some will use more traditional resources. A full programme of remote learning would typically come into action in the situation where the school is closed, but a high proportion of students and staff are healthy, and able to work remotely. This does not usually apply during periods of short-term closures (eg inclement weather) or short-The

When students are absent from school but are able to work remotely – to some extent – the school may deem it appropriate to agree a period of remote learning. Typical scenarios might include suspensions, longer-tem illness or a period of self-isolation in line with Public Health England guidance at the time.

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?

All remote learning is provided with as few adaptations as possible. For example, the school would usually run assemblies and practical PE lessons would still run in some form. However, some adaptations may be necessary, and in the first few days of remote education the school would inform students and families of these.

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:

Key Stage 3 (Years 7-9)	One live lesson per week, per subject. Other work delivered through Google Classroom. 5 hours per day total
Years 10 and 12	Two live lessons per week, per subject. Other work delivered through Google Classroom. 5 hours per day total
Years 11 and 13	Every lesson to begin with a live component. Other work delivered through Google Classroom. 5 hours per day total

Accessing remote education

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

We will use a combination of approaches to teach students remotely.

- We will set tasks via Google Classroom
- Tasks will be set in accordance with the schemes of learning
- Staff and students will inevitably need to take a different approach to working through content
- Tasks should allow for independent work and not rely on the support of an adult

Tasks may be set to individual classes, or groups of classes. Tasks for the day will be available on the Classroom, by 9.30am that day. Typical tasks include:
- Reading new material and making notes
- Working through presentations that have been pre-prepared
- Watching video resources
- Completing interactive tasks on a digital platform
- Writing responses in the usual way
- Completion of practice examination questions

Live lessons are key to keeping "everyone together". As well as the educational benefits of live remote teaching, we have found that Google Meet or Zoom (for large numbers, such as assemblies) give students a time and a place to be.
- Therefore, delivery is in "real time"
- Students are expected to participate as best they can
- Students enjoy the opportunity to ask and answer questions
- Students should not attempt to record their lessons
- Students should turn their video off
- Students should generally "mute" unless they are directly contributing

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

We make every effort during extended periods of remote learning to support all of our families in accessing learning digitally. For example, we lend digital devices (Chromebooks, or keyboards to use with Games Consoles) and support with internet access (either via Broadband or 4G).

Where digital learning proves to be unworkable, we send/hand out paper copies of work.

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?

Providing feedback on work is far more challenging via remote learning. Students will be required to submit work for formal assessment. However, as in normal teaching, not all pieces of work are formally assessed by teachers.

Assessed work will be set on Google Classroom, even if it is eventually completed elsewhere (eg online platform). Clear dates for completion will be given. Students and teachers will keep records of their assessed work.

Your child is expected to attend form time each day, and assemblies as appropriate.

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

We will track students' attendance to from time, by completing a morning register each day. Failure to attend form time will be taken by us as a concern and absence will be followed up. Whilst we will take care to exercise pastoral care of all of our students, the primary responsibility for their care and well-being rests with parents and carers during periods of remote learning.

Staff will log academic concerns using Go4Schools, using RL points (replacing B points during remote learning). They will issue rewards (H points) as usual. If you have set up your account appropriately, you will receive notifications of these.

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 could include:

- Providing whole class feedback on individual pieces of work. This is an effective method, also used in "normal teaching"
- Providing responses on Google Classroom
- Providing feedback into the chat functions of meeting software
- Using house-points and negative RL points
- Emailing directly
- Recording video or audio feedback

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:

- Teachers will ensure that all work is of adequate difficulty when setting remote learning tasks
- Teachers will also ensure that supportive resources ("scaffolding") are available
- SEND students are always assigned a keyworker, who maintains personal contact with them during periods of remote learning
- Teaching assistants will continue to work directly with class teachers to support SEND students

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?

The same curriculum will be offered remotely as far as is possible. Adaptations may be required, as above.

We will ensure that a planned and well-sequenced curriculum is delivered to students. Students should communicate with staff via their school email address or chat functions on live presentations. Personal email addresses should not be used by staff or students.

Safeguarding and Support for Remote Learning

Our Safeguarding and Child Protection Policy applies to all interactions between students and staff during periods of remote learning.

Any questions or concerns should be raised via the school's well-established email addresses for concerns of a safeguarding nature:

- safeguarding@buckinghamschool.org
- studentfirst@buckinghamschool.org
- antibullying@buckinghamschool.org

Remote Learning Coordinator:

Mr J Dunckley (AHT, curriculum)
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