Remote education provision: information for parents
January 2021

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?

As a UTC, we are able to harness our expertise and excellent resources in order to deliver our curriculum online within a very short time-frame.

We use Microsoft Teams as our main teaching software and messages will be posted here from subject teachers. **Students should log on at the earliest opportunity and should check Teams regularly throughout the day**. They will then receive lesson invitations, be able to access learning resources and receive messages.

If there are necessary timetable changes or teacher absences, these will be shared via Teams.

Teachers will set work through Show My Homework (another piece of software) and all parents have access so they can support their child in organising their work.

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, Engineering students may need access to specialist equipment in the Engineering Barn for certain modules. Where this is the case, we will prioritise the teaching of theoretical elements of the course during remote learning, and focus on practical skills upon re-opening.

Across all subjects in the curriculum, there are some topics which lend themselves well to online learning. In order to give the students the best possible experience of online learning, teachers may decide to prioritise delivery of these topics.

Remote teaching and study time each day
How long can I expect work set by the school to take my child each day?

We would expect our students to study for the same number of hours as they would at school. The timetable is constructed so that students have Tutor Time followed by timetabled lessons (4 x 1 hour) every morning. We would then expect them to do at least 2 hours of independent study. Post 16 students should expect to do considerably more.

We do recognise that sitting still in front of a computer all morning poses challenges. Students can therefore choose when to do the independent study during the rest of the day or during weekends. We only ask that the work is done within the time-frame set by the teacher.

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

We will use Microsoft Teams as our primary mode of delivery and Show My Homework for the setting of assignments and other work.

We use several other online educational websites and students are given details of how to access these by the class teacher. Links will also be provided in Teams.

Any student, parent or carer who needs further support in accessing online resources should contact us on 0800 470 1516 or via office@berkeleygreenutc.org.uk.

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:

We support all students who do not have digital/online access at home through:

- The loan of suitable equipment
- Support trouble-shooting technical issues
- Facilitating flexibility of study (especially when access is temporarily restricted or devices are shared) through sharing of comprehensive resources; teacher and VIP phone-calls home and provision of printed materials as needed

We conduct regular surveys of parents and carers to establish requirements. However, we want to hear from families experiecing difficulties and they can contact us on 0800 470 1516 or via office@berkeleygreenutc.org.uk.

How will my child be taught remotely?

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

- **Live teaching (online lessons). This is our main method of delivery**. We expect students to participate fully in lessons, sharing ideas and working with their peers.

- Recorded teaching. This may include lessons recorded by the subject teacher or by other organisations (eg Oak National Academy).

- Printed paper packs produced by teachers (eg workbooks, worksheets)

- Textbooks and reading books pupils have at home

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (eg Hegarty Maths, EduCake)

Please note:

As a UTC, Employability is at the heart of our curriculum. We will continue, as far as possible, to schedule talks and other events with local employers, Further and Higher Education providers and other STEM organisations. These will ordinarily be timetabled for the afternoon and students are strongly encouraged to make use of these opportunities.

UNIFROG is the online platform we use to help students build a strong portfolio of evidence for future employment or study. We recommend that all students continue to make use of UNIFROG in their own time. For further information, please contact our Employability Co-Ordinator, Siobhan Williams on Siobhan.Williams@berkeleygreenutc.org.uk.

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 expect that all students will take responsibility for their own learning by:

- ✓ Attending Tutor Time and all live lessons on time, and ready to learn
- ✓ Engaging fully with all activities and work set
- ✓ Checking Teams and Show My Homework regularly
- ✓ Using the camera and microphone as directed by staff
- ✓ Behaving professionally and in line with UTC values at all time
- ✓ Dressing professionally
- ✓ Seeking advice and support as needed

We would ask that parents support learning by:

- ✓ Helping to ensure that your child is up, fed and dressed in good time for the start of the UTC day
- ✓ Reinforcing the importance of full attendance and engagement
- ✓ Regularly checking to see whether the student is participating in lessons, and that they are not multi-tasking (eg running games or videos in the background)
- ✓ Encouraging and praising your child when they demonstrate commitment to their work, so they understand the value of effort
- ✓ Logging into Arbor and Show My Homework to check student engagement, and help them manage their workload
- ✓ Notifiying us of any issues, and seeking advice and support as needed

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

Staff track the engagement of students in all timetabled activities and lessons, even when remote learning. We do this via Arbor, our online management system. This gives us a very up-to-date picture of engagement and helps us identify, and tackle, any barriers to learning.

The VIP team will be in touch with the parents of all students who are not engaging appropriately. We also aim to give parents direct access to the Arbor information so they should be able to get timely information about their child. We are currently in the process of developing this facility.

We will continue to share Professionalism in Practice reports (PiPs) and parents evenings will be scheduled via School Cloud.

The SEND team will work closely with students with an EHCP and their parents. They can expect very regular feedback on engagement.

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 of assessment, amongst many others. Our approach to feeding back on pupil work is as follows:

Individual subjects and teachers set the frequency and nature of assessment according to the exam board specification they are working to. (These can vary enormously.) It must include:

Formative assessment, that is ongoing, informal feedback which may be verbal, written or digital (eg marked automatically on Hegarty Maths), and

Summative assessment, which would take the form of topic tests, marked exam questions or papers, extended pieces of writing and so on, and would take place at appropriate points in course delivery.

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:

> The SEND team will identify all students who require support while at home and put in place personalised plans in conjunction with other staff, external agencies where appropriate and parents.
>
> During a period of isolation, parents will be contacted on a regular basis and will be invited to meet online with the SEND team to discuss engagement, progress and further support.
>
> It is possible that the strategies used by some students work very well when they are in school but are less effective when studying at home. They may reject support ordinarily but may struggle outside the classroom environment. We strongly recommend that parents get in touch with the SEND team should this be the case so that we can help support online learning.

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?

> During periods of self-isolation, the UTC timetable will take its usual form (ie 4 lessons before lunch and 2 after). Students will not, ordinarily, be able to access live classroom teaching remotely.
>
> Via Teams, students will instead be given access to all the learning materials (eg Powerpoints, worksheets and so on) and instructions on how to complete work set. The VIP team will be in touch on a regular basis to check that students are able to access learning and to arrange delivery of laptops and other equipment as needed. They will also check on engagement and well-being.
>
> Where possible, subject teachers will meet virtually with groups of students to support learning.

Contact details – For all telephone equiries:
Please use the main reception phone number and we will re-direct your call: 0800 470 1516

Main UTC Office	office@berkeleygreenutc.org.uk
VIP Team	graham.withers@berkeleygreenutc.org.uk
Subject Teachers	https://academytrust.sgscol.ac.uk/media/Staff-Contact-Directory-20-21.pdf