



De La Salle School

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.

De La Salle Remote Education Plan: The Rationale

De La Salle will offer an immediate high quality remote education if:

- Individuals or groups of students need to self-isolate, but the rest of the school is still open; or
- There are local or national restrictions that mean students need to stay at home.

The remote education plan aims to achieve the following:

- Maintain the integrity and continuity of the curriculum
- Strive to continually improve the delivery of our remote education in line with Government expectations and emerging best practice
- Maintain high quality pastoral support for students
- Reduce the impact of a further spell of remote learning
- Design a workable, achievable system that can be delivered
- Consider the well-being and workload of teachers

Expectations for remote teaching:

- Plan a programme that's of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers
- Set assignments so that students have meaningful and ambitious work each day in a number of different subjects, and monitor students' engagement with these assignments
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by a teacher in our school or through high quality curriculum resources and/or videos
- Gauge how well students are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding

The remote curriculum: what is taught to pupils at home

Will my child be taught broadly the same curriculum as they would if they were in school?

- De La Salle will offer an immediate high quality remote education to all students who are unable to attend school due to COVID 19.
- Work will be set for every subject in line with your child's timetable.
- Work will follow the usual curriculum and schemes of work (where possible).
- It may be necessary to make some adaptations to schemes of work where, for example, practical activities cannot be taught, or the text is not accessible to students or equipment is not widely available to students at home.
- The PSHRE and SMSC curriculums will be delivered remotely.
- In extreme circumstances of multiple staff absences, there may be some disruption to the provision of work.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The amount of remote education provided should be 5 hours a day, in line with Government guidance. This time includes both remote teaching time and time for students to complete tasks independently. This work will be provided each day by the teachers of your child's 5 lessons on their timetable.

Accessing remote education

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

- All work will be set via Google Classroom.
- Live lessons will be delivered via Google Meet.

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

Devices

- We recognise that some pupils may not have suitable online access at home. Where there is an issue with accessing remote education due to lack of devices, the school will endeavour to provide a device where possible. Such requests should be made by email to your child's head of year.
Year 7: Mr Conway rconway@dlsbasildon.org
Year 8: Mr Badger abadger@dlsbasildon.org
Year 9: Mr Wright swright@dlsbasildon.org
Year 10: Mr Jacobson kjacobson@dlsbasildon.org
Year 11: Mr Girling mgirling@dlsbasildon.org
- All families who are in receipt of free school meals will be provided with a laptop. Questions regarding this should be emailed to Mrs Butler at hbutler@dlsbasildon.org
- Students are able to access Google Classroom through their Playstation and Xboxes connections. The link below explains the process.
<https://edtechawesomeness.com/2020/03/17/access-google-classroom-with-your-phone-your-xbox-or-your-playstation/>

Internet access

- Some internet providers are providing free increases to mobile data until the end of July 2021. The amount of data available to families will vary by provider. The providers currently offering this increase are EE, Three, Sky Mobile, Tesco Mobile and Virgin Mobile. Others may join the scheme at a later date.
- The school is able to request mobile data increases for students who:
 - do not have fixed broadband at home
 - cannot afford additional data for their devices
 - are experiencing disruption to their face-to face education.
- Please complete the google form (link attached here) if you require this service.
https://docs.google.com/forms/d/e/1FAIpQLSeY4cXpAiquh3-CNTyakRqIE-mfDM1KzgLEQ5n9dJw7quUMmw/viewform?usp=sf_link
- In some cases it may be possible for the school to provide device that enable an internet connection (for example, routers or dongles). Requests for such devices should be made by email to your child's head of year (see above).

Remote teaching

How will my child be taught remotely?

There will be a blended approach to our remote education. We use a combination of the following approaches to teach students remotely:

- Video/audio recordings made by our teachers or through other high-quality curriculum resources to deliver clear explanations of new content
- Live teaching (online lessons)
- Resources uploaded to google classrooms
- Scaffolded practice and opportunities to apply new knowledge
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

What can I expect from teachers?

Our guidance for remote teaching and learning requires teachers to:

- Set all work via google classrooms in line with the school timetable.
- Follow the usual curriculum and schemes of work (where possible)
- Use a range of personal and interactive approaches to deliver lessons that are meaningful, ambitious, appropriate, accessible, varied, engaging and enjoyable
- Work should be differentiated to meet the needs of the students
- All work must be accompanied with clear time guidance telling students how long it should take to complete. Instructions should also be clear about whether this is work for one lesson or the whole week
- Give consideration to deadlines. Some families are sharing one device with parents working from home and have more than one child wanting to work online
- All work will be submitted online. Teachers will keep a record of who has submitted work to the expected standard
- Teachers must gauge regularly how well students are progressing, using questions, tests and other suitable tasks. This will enable the pace or difficulty of what's being taught to be adjusted, including, where necessary, revising material or simplifying explanations to ensure students' understanding
- The work and progress of students must be assessed and feedback given, at least weekly using a range of methods which are adapted for remote education
- Teachers must update the google tracker sheet weekly to flag which students are not engaging sufficiently

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 full engagement from all students with their remote education
- Students are encouraged to work according to a normal school day, ideally beginning work at 9am and finishing work by 3.15pm with suitable breaks throughout
- All students are encouraged to engage in a learning dialogue with their teacher to discuss their work, including when the student is having difficulties. Teachers will work with all students to support them with their learning
- We expect parents to support the remote education by setting routines, providing a suitable space for your child to work and showing an interest in your child's work
- Parents are asked to engage in regular conversations with members of staff who will call to discuss the welfare and engagement of your child
- Parents should use this opportunity to discuss any concerns they may have.

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

- Teachers will update a tracker sheet every week to flag which students are not engaging sufficiently. A RAG system will be used;
 - Green = no concerns
 - Amber = some work has been completed to a reasonable standard
 - Red = very little or no engagement from the student
- Every student is assigned a member of staff who is responsible for making weekly phone calls to discuss both the welfare and engagement of your child
- This allows parents and carers to be informed immediately where there is a concern about engagement
- Where engagement is a concern, this member of staff will work with you to find a rapid and effective solution.

How will you assess my child's work and progress?

Our approach to feeding back on students' work is as follows:

- Teachers will provide timely and frequent feedback on students' work.
- Work may take many forms, for example, a written task, quiz, poster, presentation, a series of questions, an exam question(s).
- Work will be assessed to ensure teaching is responsive to students' needs and addresses any critical gaps in students' knowledge.
- Feedback will take many forms and may not always mean extensive written comments for individual children. Feedback may include the use of Mote to deliver personal feedback.
- Other methods for providing feedback include whole class feedback and self assessment using mark schemes or model answers. Quizzes marked automatically via digital platforms are also effective methods, amongst many others.
- Teachers will use a combination of these methods to provide effective feedback which monitors both engagement and progress.

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 students, 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:

- For students with SEND, the school will use their best endeavours to secure the special educational provision called for by the students' special educational needs remains in place. The SENCO will work collaboratively with families, putting in place reasonable adjustments as necessary, so that students with SEND can successfully access remote education alongside their peers.
- The ongoing communication with external agencies attached to students remains in place. They are deployed to work with pupils where appropriate and possible throughout this time.
- Students with an ECHP will receive three phone calls each week to discuss the welfare and engagement of your child.
- Reasonable endeavours are being made to meet the outcomes outlined in plans. This includes opportunities for additional intervention and provision.
- All students with SEND will be assigned a key worker who will be attached to your child's lessons in Google Classroom to support them with their remote education.
- The SEND department is available to speak to parents regarding any difficulties specifically related to learning needs and the difficulties that home learning presents. Please email the SENCO, Mrs Starling sstarling@dlsbasildon.org
- Students in key stage 4 have the opportunity to take part in weekly tutorials to discuss work they are having difficulty with, to support them to remain on track with their courses and to ensure they have their post 16 provision in place.
- All students are encouraged to engage in a learning dialogue with their teacher to discuss their work, including when the student is having difficulties. Teachers will work with all students to support them with their learning.
- Where the need arises, there may be additional support offered in Maths and English.

My child usually receives free school meals. What happens during remote education?

- Where students on benefits-related free school meals are not attending on-site, the school will issue free school meals' vouchers.
- Questions about these vouchers should be directed by email to the school's business manager, Mrs Forman at sforman@dlsbasildon.org

I am a keyworker. How do I book a place for my child in school?

To request a place in school for your child please email your child's head of year.

Year 7: Mr Conway	rconway@dlsbasildon.org
Year 8: Mr Badger	abadger@dlsbasildon.org
Year 9: Mr Wright	swright@dlsbasildon.org
Year 10: Mr Jacobson	kjacobson@dlsbasildon.org
Year 11: Mr Girling	mgirling@dlsbasildon.org

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?

- De La Salle will offer an immediate high quality remote education if individuals or groups of students need to self-isolate, but the rest of the school is still open.
- Heads of Year will notify staff daily of the students absent due to COVID-19, with an estimated length of absence.
- Work will be set for every subject in line with the student's timetable and will be the work that was covered by the rest of the class in that lesson. Work will be set via google classroom.
- When there is an issue with online provision due to lack of devices, the school will provide where possible a device for the duration of the absence.
- Regular feedback will be given for work completed by students.
- Heads of Year will make weekly phone calls to absent students to check on their welfare and to monitor the provision of online work and the student's engagement.
- When a vulnerable child is asked to self-isolate, the Head of Year will make regular phone calls to check on their welfare, to ensure they are able to access the remote education, to support them to access it (as far as possible) and to monitor if they are engaging in the work.
- If a student has a social worker, the Head of Year should notify them and agree the best way to maintain contact and offer support to the student.

Additional useful information

E-safety

<https://www.dlsbasildon.org/page/?title=Parents&pid=7>

Support for parents:

<https://www.gov.uk/coronavirus/education-and-childcare>