



Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education at Beacon High if local restrictions require entire cohorts (or bubbles) to remain at home.

The Remote Curriculum: What is Taught to Students at Home

All students will be taught the same broad curriculum remotely with a few exceptions in our practical subjects: Art, PE, DT, Food Technology and Drama. In these subjects, lessons will vary from those in school. For example, students in Food Technology may be asked to research and write a recipe rather than taking part in cooking.

What Should My Child Expect from Immediate Remote Education?

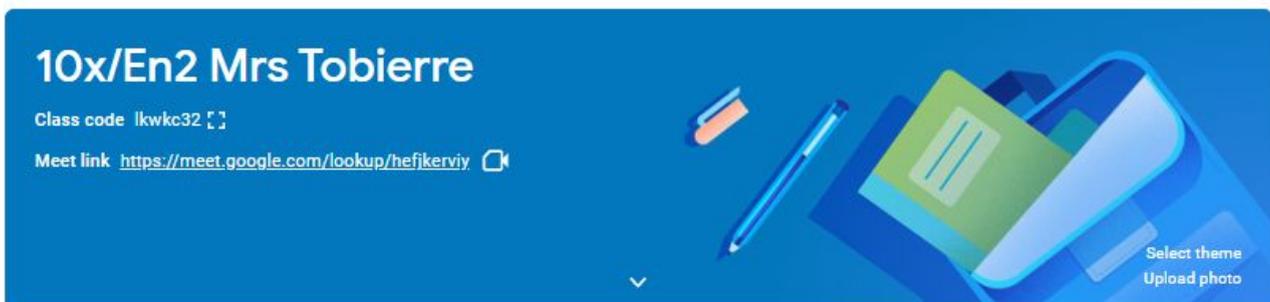
All students will be expected to follow their normal school timetable as outlined below:

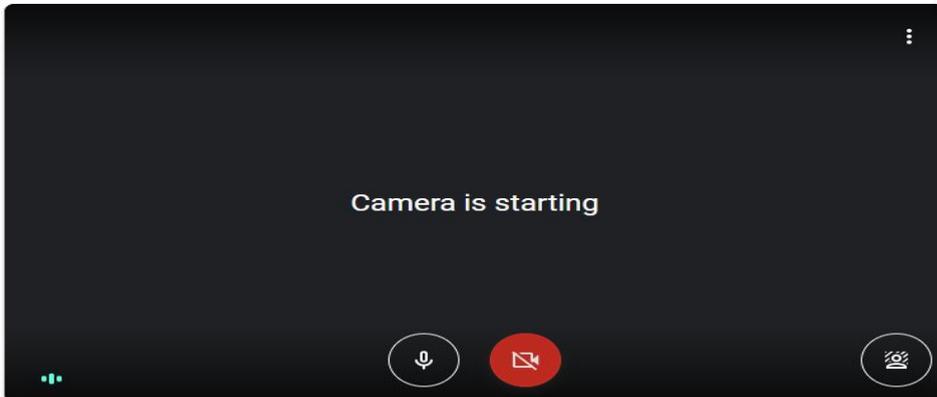
- Period 1: 8.45-9.35
- Period 2: 9.35- 10.25
- Break: 10.45 - 11.05
- Period 3: 11.05 - 11.55
- Period 4: 11.55 - 12.45
- Lunch: 12.45 - 13.15
- Period 5: 13.20 -14.10
- Period 6: 14.10 - 3.00
-

Students must be logged into their individual subject Google Classrooms at the beginning of each lesson using the 'Meet Link' on their Google Classroom banner; their camera should be turned off (see below).

This is unless a student is unwell; parents must, in this instance, contact the school as per normal procedures.

Attendance to these lessons will be recorded in registers as per any normal school day and any absences will be followed up by the Pastoral Team:





NB: As teachers will also continue to teach their timetable, there may be a delay of a few minutes until their teacher is able to log onto their Google Classroom for their 'live' lesson. However, it is expected that students prepare for their learning by starting their Do Now! Activity. This will usually be a Low Stakes Quiz.

Accessing Remote Education

How Will My Child Access Any Online Remote Education That You Are Providing?

All 'live' lessons will be taught through the Google Meet function using Google Classroom. If a teacher is absent, for any reason, lessons which will include a Do Now! Quiz or similar activity, Google Slides and/or tasks on Google Docs will be uploaded prior to the lesson.

All work uploaded should only take the duration of the 50 minute lesson to complete.

For some subjects including Maths, Science and Spanish, other online platforms may also be used, including:

- MathsWatch
- Active Learn

Students may also be asked to use GCSEPod to help with revision and other learning purposes.

How Will My Child Be Taught Remotely?

As far as possible, we will provide 'live' lessons to all of our students. These lessons will take on the following format:

1. Start the learning with an effective 'Do Now!'

This will include the use of Low Stakes Quizzes on Google Classroom (Google Forms) to support Retrieval Practice skills/closing gaps in learning. This is automatically marked or teachers will mark longer answers throughout the lessons.

2. Teach 'new information' via the Beacon High interactive Google Slides (PPT) (where possible)

This should provide the opportunities for effective modelling: 'I Do, You Do, We Do'. All modelling, whether 'live modelling' (We Do) or prepared models (I Do), should also be uploaded/shared on students' Google Classroom upon completion.

3. Provide opportunities for effective AfL

This can be in the form of live questioning (through the Google Meet 'chat' function) or prepared questions to help consolidate/stretch and challenge learning.

4. Exit Tickets/Plenaries

As with the 'Do Now!', Exit Tickets and plenary tasks should also be completed, where possible, on Google Forms and as a Low Stakes Quiz.

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 students attend all of their 'live' lessons as they would if they were at school.

Students will be provided with feedback from their teachers during lessons and once work has been completed.

To support, we ask that parents/carers ensure that students:

- Wake up ready for their first period - 8.45am.
- As far as possible, have a working space with a pen and paper to hand.
- Take suitable breaks as per the school's timetable.

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

We expect our students' Commitment to Learning in their lessons to continue to be as high as possible - CTL 4 and 5:

Our Commitment to Learning Descriptors

Grade/Category	5 ALWAYS	4 USUALLY	3 SOMETIMES	2 DO NOT YET	✓
Ready for learning – incl. equipment (READY)	I am always prepared for learning without having to be prompted .	I am usually prepared for learning, but sometimes need to be prompted.	Sometimes I am not prepared for learning and need to be prompted.	I do not yet come to lessons prepared for learning.	
My attitude to practice and perseverance (DO THE TASKS)	I enjoy practising my skills. I keep learning independently and always complete tasks.	I do practise my skills and I usually keep going with tasks but only sometimes need prompting.	I sometimes practise my skills, but I stop practising when I find something difficult and tend to give up on tasks.	I do not yet practice my skills. I give up as soon as I find learning difficult .	
Asking and answering questions (GET INVOLVED)	I ask questions and always have a go at answering questions, whether I am sure about the answer or not .	I usually ask questions and usually have a go at answering questions, but only when I am sure about the answer .	I sometimes ask questions or volunteer to answer questions – however, I tend to say 'I don't understand/I don't know' when asked.	I do not yet ask or answer questions.	
How I set on feedback (FEEDBACK)	I am motivated by feedback and use advice to take actions, without having to be prompted .	I listen and respond positively to feedback and I usually act on it when prompted .	I find it difficult to take on board feedback and sometimes I act on it, but sometimes I ignore useful feedback.	I do not yet respond to feedback and advice and I do not try to improve my learning.	
My home learning (HOME LEARNING)	I always complete home learning on time and always to the highest standard I am capable of	I usually complete home learning on time and usually to the highest standard I am capable of.	Sometimes I forget my home learning or do not complete it to the highest standard I am capable of.	I do not yet complete my home learning.	
My participation and behaviour for learning (POSITIVE BEHAVIOUR)	I always take an active part in lesson activities and always display positive behaviour.	I take an active part in most lesson activities and I usually display positive behaviour.	I sometimes participate and learn well in some types of activity, and sometimes do not display positive behaviour.	I have not yet been participating in activities and I often do not yet display positive behaviour.	

*If your teacher gives you a GRADE 1, this is because there is no evidence of any of the categories of C2L due to your absence from learning.

Teachers and/or Pastoral Teams will contact home to relay any concerns regarding students' lack of engagement; as well as to celebrate students' engagement and success.

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 students' learning is as follows:

- A Commitment to Learning Grade 5-1
- A score linked to a Low Stakes Quiz
- A score linked to a task set on other digital platforms e.g MathsWatch, Active Learn etc.
- A summative mark linked to GCSE mark scheme/success criteria/weighting of questions/ percentages
- Individual comments on students' learning, or at the end of the piece or learning, once 'handed in' by the student e.g a WWW and EBI comment
- Assessment for learning questions may also be asked during live lessons either verbal or through the 'chat' function

The 'Google Marksheet' will also be reviewed regularly by teachers and Head of Faculty and Departments to assess the quality of feedback provided to students and the completion of learning.



Remote Education For Self-Isolating Students

Where individual students 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 students both at home and in school.

However, all learning will still be uploaded to students' Google Classroom as outlined above. Teachers may also provide additional support/learning to these students to help support with their progress.