



Remote Learning

A BHS Guide for Parents January 2021

For the period of school closure from
January 4th 2021.
OVERSIGHT FOR REMOTE LEARNING: Mr Gill
gillm@bedalehighschool.org.uk

Why is this important?

Most parents are either working, or having to work from home during this latest lockdown. We understand that managing this situation can be challenging and stressful. Even if you are not working from home, - keeping your children motivated in their school work is not always straightforward or easy. For your children, too, this is a difficult time as they adjust again to not seeing their friends, and may feel anxious about falling behind with their learning. We hope that this guide will clarify what you can expect from school, and the steps you can take to get extra support if you need it.

What's in this Guide?

- Lessons learned from last time
- What the research shows
- What you can expect from teachers
- What about Games and PSHE?
- Other resources you may want to use
- Using Teams / Emails / SMH
- Key Worker/Vulnerable students
- Can't access online learning?
- Supporting your children
- Getting Help: Who and How?

Some Lessons Learned from Last Time

- **We must be realistic in understanding just how difficult it can be for parents to support their children at home, while managing work commitments.**
- **Our statutory obligation to set 5 hours work each day should not lead to parents and students feeling stressed or anxious if they cannot complete all of this every day...each family and household have their own situation to deal with, and the routines/expectations that work for one may need to be different for another.**
- **We must work hard to ensure that work is appropriately challenging/accessible for students of all abilities and needs.**
- **Despite some perceptions in the media, setting high quality remote learning for all lessons is harder for teachers than teaching 'normal' lessons in school.**
- **Moving to 100% 'live' lessons is not the answer that resolves all remote learning issues (see 'What the Research Shows').**
- **Communication between students and their teachers is crucial...the 'little and often' approach works well.**
- **Parents were really appreciative of high levels of communication throughout the last lockdown.**
- **Technology, when used carefully, can really help to raise the quality of remote learning. But relying on it completely can alienate some learners.**
- **Variety is key! We need to keep the remote learning as interesting as possible.**
- **Remote learning does provide opportunities to develop other useful skills such as research and independent thinking...but this takes practice and guidance.**

What the Research Shows

We surveyed a lot of students during and after the last school closure when we carried out our first period of remote learning. We also spoke to many parents in our 'academic check-ins'. In addition to this, Mr Gill and Mr Wild (who leads our teaching and learning development) have studied the external research that is now available. There are many theories, (and some contradicting findings as you would expect), but here are a few of the things we have discovered from our experience and some of the things that we are now taking into account from the external research:

From the Education Endowment Foundation Rapid Evidence Assessment (Summative feedback):

1. Teaching quality is more important than how lessons are delivered

Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time and alternatives. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

2. Ensuring access to technology is key, particularly for disadvantaged pupils

Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes. Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content. Different approaches to peer interaction are likely to be better suited to different age groups.

4. Supporting pupils to work independently can improve learning outcomes

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. Wider evidence ... suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. Different approaches to remote learning suit different types of content and pupils

Approaches to remote learning vary widely and have different strengths and weaknesses...For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects. Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

At BHS, we have certainly found much of the above to be true. We are also producing a version of this guide for teachers which includes ideas on how we can implement the advice given here in the most effective ways.



What Can You Expect From Us For Your Child's Remote Learning?



1. **Variety:** Teachers have been asked to use a range of the methods at their disposal. This could include some or all of the following examples: pre-recorded video or narrated lessons; live lessons through Microsoft Teams; National Oak Academy resources; online and offline tasks; revision/recap tasks; research projects; quizzes and mini-assessment tasks; any other valid learning activity.
2. **Prompt and Timely setting of work:** The work for the lesson should be available for your child to access by the time they would normally have that lesson. But please remember that we are all following these times at the moment:
Period 1: 9.05
Period 2: 10.05
Period 3: 11.25
Period 4: 12.25
Period 5: 2.05
3. **Regular Contact:** Most contact from teachers will come through the Satchel One/ShowMy Homework platform. But teachers may also email students using their school account, so please remind them to check this each day. Form Tutors will chase up replies to their weekly check-ins every fortnight.
4. **Feedback:** Teachers will feedback on work regularly. But we must also be realistic about keeping this manageable for them. This is why some tasks might be self-assessed/instant feedback through quizzes, for example. Teacher feedback can take different forms. It could be individual feedback to a student, but it could also be sharing a really good piece of work with the whole class, or a 'check-in' lesson where the teacher is just available on Teams for questions and issues to be raised. Please be aware that when we set work on SMH, we have to put in a deadline. This will vary from subject to subject. If we are not hearing anything back from a student, we will try to make contact with them and/or you. This is NOT to add pressure to you - it is to check if we can do anything to help them engage with their work, or to find out if they are struggling with a particular aspect.
5. **Quantity of Work:** Teachers will set work for every lesson, every day. Activities and tasks will be designed to take up to 60 mins. But please remember that this can differ greatly from one student to another, and we know that other pressures at home might mean that this is not completed every day by all students (see no.8).
6. **Differentiation:** Differentiation is not about setting 'different' work for students in the same groups. It is about ensuring that students of different abilities within the group can all access the work at an appropriate level. So, more able students should feel sufficiently challenged and may not need to use scaffolding and supporting resources as much, while less able students should feel that they can still complete the work through using such resources.
7. **SEND:** Mrs Knight has allocated Teaching Assistants to follow the work that is being set for a range of SEND students so that we can ensure appropriate support is available for them, and that they can still access the learning.
8. **Parents:** WE DO NOT ASK OR EXPECT YOU TO BE 'HOME TEACHERS'. Please, please, please speak to us if things are not working for whatever reason. We have to maintain a really fine balance with you to ensure our students continue to engage with learning without pressuring families to the extent where anxiety and stress builds up. We completely accept that some students will complete the work from all lessons every day, with no issues, while for others, depending on their home circumstances during this closure, they may only be able to engage with a few lessons each day. We trust you to manage this, and hope that you will keep in touch for help and support where needed.

What will happen for Games, PE and PSHE lessons?

Miss Temple and Mr Bielby are working on a range of activities and suggestions for Games lessons, including personal fitness/exercising projects and competitions. We know that staying healthy, getting exercise and fresh air are absolutely crucial in maintaining good physical and mental health, especially during a situation like this one.

For GCSE PE and Sports Studies, theory lessons will be set in the same way as other lessons, using the same range of activities and learning platforms that we use elsewhere.

PSHE is period 1 every Monday. This is the lesson when Form Tutors will be sending out their check-in emails to tutor groups, and chasing up contact with students who we have not heard from to ensure that everything is going ok. In terms of work, we will be sending out an activity each week that links to a current affairs news issue and quiz.

Some other resources that parents/students may want to use

Even with a really strong package of remote learning, it can be challenging to maintain high levels of motivation and engagement. Why not take a look at some of these 'non-school' resources which you can signpost your child to as a break from the usual daily routine, if needed?



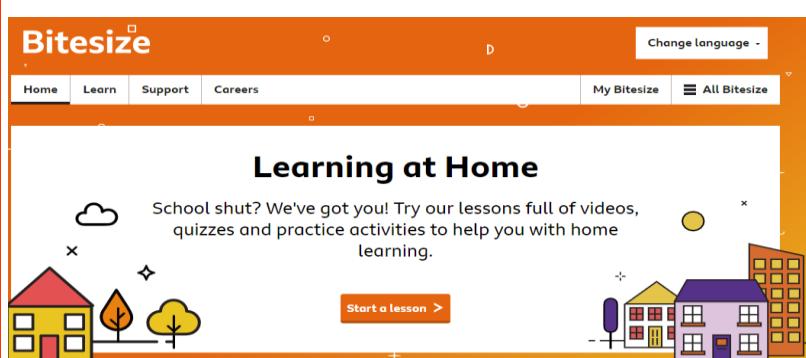
iPlayer
Bitesize: 11-12 Year Olds
Smash your school work and study from home. Get involved with two core and one humanities subject as well as a daily book club all delivered by special guest teachers.
44 Episodes Available
Start Watching
Week 2: 6. Teacher Talks - Ratio and Proportion



Thread
BBC Press Office @bbcpres
The BBC is bringing its biggest ever education offer from Monday 11 January:
@CBBC will have a three-hour block of primary school programming from 9am.
@BBCTwo will cater for secondary students with at least two hours of content each weekday.
bbc.in/390Znjj



Family Learning Hub
IXL family memberships help families and students stay engaged and keep learning—whether in the classroom or out! Learn how to get started today.
[Join now](#)



Bitesize
Home Learn Support Careers My Bitesize All Bitesize
Learning at Home
School shut? We've got you! Try our lessons full of videos, quizzes and practice activities to help you with home learning.
[Start a lesson >](#)



OAK NATIONAL ACADEMY

LINKS:

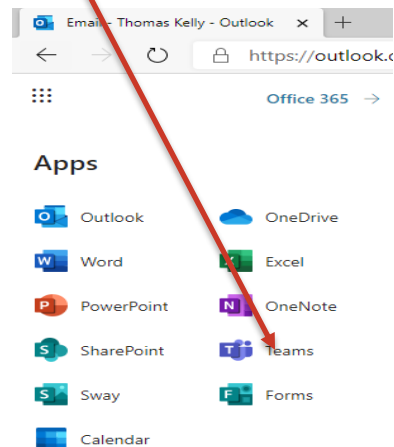
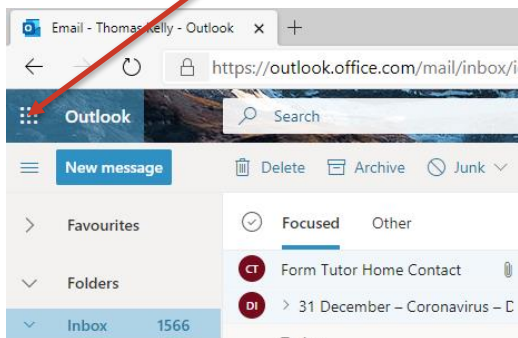
- <https://www.bbc.co.uk/iplayer/episode/p08jc5j5/bitesize-1213-year-olds-week-10-1-creativity-week-day-one>
- <https://www.bbc.co.uk/teach/live-lessons/upcoming-live-lessons/zk6h7yc>
- <https://uk.ixl.com/>
- <https://www.bbc.co.uk/bitesize>
- <https://www.thenational.academy/>

Using Teams, Email and Show My Homework/Satchel One

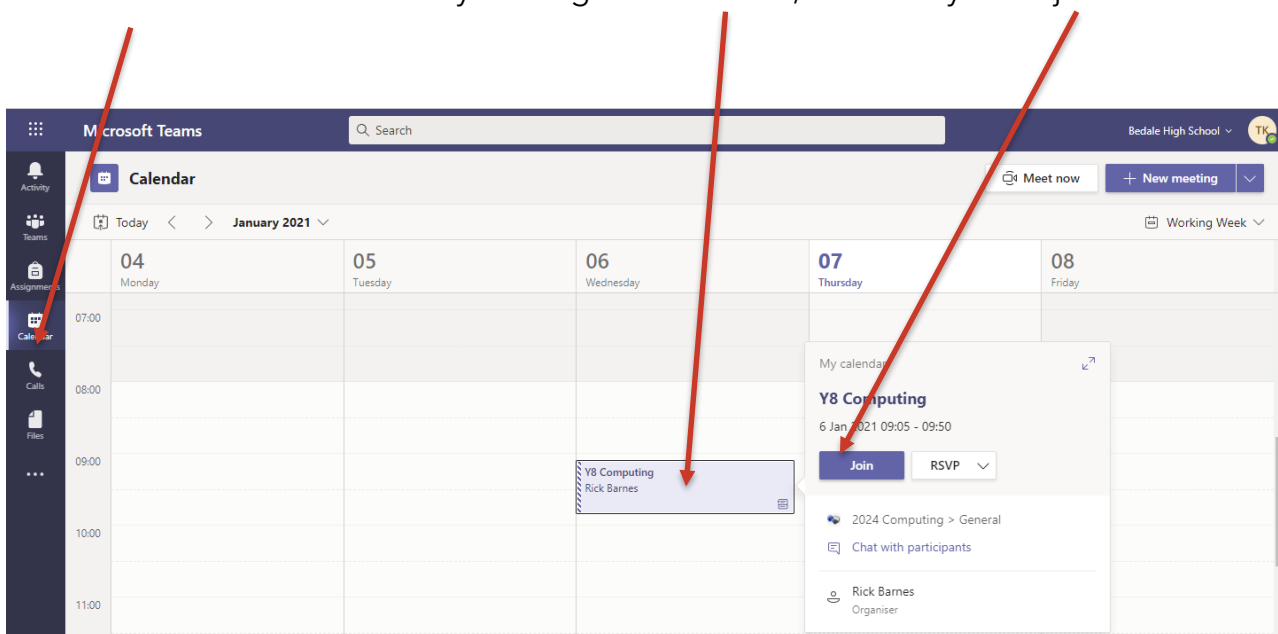
Every student has an Office 365 Email account that can be used by teachers to contact students, and vice versa. The log-in and password for this is usually the same that the student uses to log-in to the computers at school.

If a teacher is delivering a live lesson via Microsoft Teams, this can also be accessed through the student's email account (or the link they are sent on SMH). **Please remember that the camera should be off at all times, and the microphone muted unless the teacher states otherwise. Comments typed into the chat function should be appropriate and work-related only.**

1. Open up email
2. Click on the grid icon
3. Click on Teams



3. Click on Calendar and then by clicking on the lesson, it will ask you to 'join'.



Satchel One (Show My Homework)

All students should be familiar with this app already as we use it every day for setting home learning. Each student has a log-in which is usually the same as their school computer log-in. They can tick off tasks when they are completed and check on what work is being set each day. Teachers will also use SMH to attach additional resources such as copies of relevant pages from a revision book, links to helpful websites, quizzes etc. We do not expect parents and students to be printing off work, though they are welcome to if this helps. The vast majority of work can be submitted through SMH by taking a screenshot or a photo and uploading it. Or work can be attached to an email and sent back to the teacher.

Provision for Key Worker Children and Vulnerable Students

These students are entitled to access provision in school. They will be completing the same remote learning work as students at home. They will be supervised by staff and, where numbers allow, each student will have access to a computer all day. Year group bubbles will always be maintained. The timings of the day are the same as the ones listed on page 3 of this document, and at the time of writing, we are told that school transport will continue to run as normal.

The aim of the national lockdown is to reduce our social contacts as much as possible in order to reduce community transmission and stop the NHS being overwhelmed. For this reason, we ask parents to make honest and sensible judgements over whether a place in school is needed for their child. But we will absolutely support families who need it with this provision. At the moment we are still providing hot and cold food options at lunchtime. We will keep this under constant review.

Students in school are still able to join in live lessons. We ask them to bring in headphones so that they can use them for this purpose with the school computers.

What is the definition of a Key Worker?

This includes those who work in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school or college if required. Please see this link for the full list: [Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/children-of-critical-workers-and-vulnerable-children-who-can-access-schools-or-educational-settings)

What is the definition of a Vulnerable Student?

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

What If My Child Can't Access Online Learning?

As you can see from the criteria above, if you do not have a device for your child, or if you do not have the appropriate space for them to work at home, or if they cannot access online learning - they are eligible to come into school to access this provision. Mrs Knight continues to use every channel we can to access more laptops and pressure seems to be building on the government to ensure that schools can provide them to all who need them. We will keep you up to date on these developments.

How Can I Support My Child With Remote Learning?

These suggestions have come from our conversations with parents and students, as well as other sources such as educational websites, the TES, sharing practice with other schools and so on.



- Ensure that a routine is established. But we understand that your home situation might mean that your child is completing work at different times/slots in the day, rather than following the timings of the school day timetable.
- Show an interest in their work. This is different to nagging them to see if they have done their work! But sometimes you can kill two birds with one stone: ask them what they are doing in History and how they found it etc.
- Don't feel that you have to jump right in if they find something difficult. Remind them that the teacher should have set something challenging, and ask them if they have read the instructions carefully and used any additional resources with the lesson that may help. If they are still struggling, tell them to email their teacher, or to contact the teacher through SMH. Some students are reluctant to do this...but we are expecting this contact and it helps us know what is needed. It also promotes the idea that they take responsibility for their learning, rather than relying on you to sort it out.
- Accept that working at home for your child is going to look and feel different to being in a lesson at school...but some things are still the same! For example, - it helps if the phone is out of sight and put away when they are working.
- Allow rewards and incentives for effort and good work. Let them take breaks but perhaps try to agree a time when they will be going back to their work later in the day.
- Your circumstances may make it difficult for your child to complete work from every lesson every day. This is ok, but try to ensure that they don't just focus on doing their favourite lesson every day. This should avoid them falling far behind in other subjects.
- I mentioned phones earlier, and this may sound like a contradiction, but we know that peer support can be a key motivating factor for remote learning. So, there may be occasions when it is a good thing for your child to be in a chat/facetime session with a friend/s if they are working on something together...as long as they are working and not just chatting!
- Speak to each other and share what works well. Another approach may not always work for you, but as teachers we are constantly stealing ideas from others...why should it not also work for parents!
- Reassure them regularly. If they try their best with their work, keep in touch with their teachers, ask for help when they need it...this is all we can ask. In terms of their education, they need to put their trust in us and believe that we will work to ensure they are not disadvantaged.
- Spend some time together that isn't revolving around school work. There has to be some advantages to lockdown...don't feel guilty for finding pockets of time where you can have fun together or just have some nice time with each other as a family.

Getting Help: Who? Where? How?

Help with school work:

Email your child's teacher using the contact list on the next page

Advice on using Show My Homework or Microsoft Teams:

Email Mr Barnes: barnesr@bedalehighschool.org.uk

Need to update school about a home circumstance or situation:

Email admin@bedalehighschool.org.uk, or your child's Form Tutor

Need to ask if my child can join the vulnerable/key worker group in school:

Email Mrs Knight: knigha@bedalehighschool.org.uk

General queries/concerns/issues for a child in Year 7 or Year 8:

Email Miss Bradbury: bradburys@bedalehighschool.org.uk

General queries/concerns/issues for a child in Year 9, 10 or 11:

Email Miss Temple: templec@bedalehighschool.org.uk

Query about Free School Meals:

Email Mrs Knight: knigha@bedalehighschool.org.uk

Query about Transport:

Email admin@bedalehighschool.org.uk

Concerns around Wellbeing and Mental Health:



Wellbeing Support from Bedale High School



COURAGE COMMITMENT COMPASSION

Just because we have another lockdown, please don't forget that we are here to support you with any concerns you may have about a young person - friend or family – over this period.

We are conscious that this is a difficult period of time for families and young people and with the school closed to most students, we are even more mindful of support families may need over this time.

www.thegoto.org.uk

This is a website developed by the NHS North Yorkshire Clinical Commissioning Group. It is a single point of information that promotes different mental health support services (like a signpost). The website is designed primarily for young people but there is information for parents and carers too.



Please don't hesitate to contact a member of staff whose details are on this flyer if you have any wellbeing concerns during this time or if you need support with something.

Contact details:

Mr T Kelly

kellyt@bedalehighschool.org.uk

Mrs A Knight

knigha@bedalehighschool.org.uk

Mr M Gill

gillm@bedalehighschool.org.uk

Mr Collinson

collinsona@bedalehighschool.org.uk



Staff Contact List

Name	Subject	Work Email
Miss Ackers	Art	ackersp@bedalehighschool.org.uk
Mr Barnes	IT & Computer Studies	barnesr@bedalehighschool.org.uk
Mrs Barry	HTLA - Maths	barryp@bedalehighschool.org.uk
Mr Baty	Science technician	batyj@bedalehighschool.org.uk
Mr Bielby	PE	bielbyj@bedalehighschool.org.uk
Miss Bradbury	Science	bradburys@bedalehighschool.org.uk
Mrs Bradley	Food & Nutrition	bradleya@bedalehighschool.org.uk
Mrs Bright	Admin	brightd@bedalehighschool.org.uk
Mrs Cann	English	canns@bedalehighschool.org.uk
Mr Chapman	English	chapmang@bedalehighschool.org.uk
Mr Childe	Geography	childea@bedalehighschool.org.uk
Mrs Childe	D & T	childes@bedalehighschool.org.uk
Mr Collinson	Pastoral Team Manager	collinsona@bedalehighschool.org.uk
Mr Gill	Deputy Headteacher	gillm@bedalehighschool.org.uk
Mrs Gray	Pastoral Team	grayl@bedalehighschool.org.uk
Miss Hall	GTA	halla@bedalehighschool.org.uk
Mrs Hall	Maths	hallf@bedalehighschool.org.uk
Ms Haydon	History	haydonr@bedalehighschool.org.uk
Mrs Hoile	GTA	hoileg@bedalehighschool.org.uk
Mrs Jennison	Science	jennisos@bedalehighschool.org.uk
Mrs Johnson	Admin	johnsond@bedalehighschool.org.uk
Mrs Judd	GTA/Art Technician	judds@bedalehighschool.org.uk
Mr Kelly	Headteacher	kellyt@bedalehighschool.org.uk
Mrs Knight	Assistant Head/SENCO	knighta@bedalehighschool.org.uk
Mrs McDonnell	German	mcdonnellb@bedalehighschool.org.uk
Miss McFarlane	School Business Manager	mcfarlaned@bedalehighschool.org.uk
Mrs McGuinness-Brown	Science	m McGuinnl@bedalehighschool.org.uk
Mr Moulding	Maths	mouldingj@bedalehighschool.org.uk
Mr Mugisha	Maths	mugishad@bedalehighschool.org.uk
Mrs Noake	English	noakes@bedalehighschool.org.uk
Miss Parnaby	Attendance Officer	parnabya@bedalehighschool.org.uk
Mrs Peirson	Finance Officer	perisonk@bedalehighschool.org.uk
Mr Rigby	Pastoral Team	rigbys@bedalehighschool.org.uk
Mrs Riley-Fox	Examinations Officer	rileyfl@bedalehighschool.org.uk
Mrs Robinson Drysdale	Maths	drysdalem@bedalehighschool.org.uk
Miss Russell	Food Technician	russells@bedalehighschool.org.uk
Mrs Thiara	Science	rodgersh@bedalehighschool.org.uk
Mrs Siddique	ATA	siddiquek@bedalehighschool.org.uk
Mrs Spence	Pastoral Team	spencer@bedalehighschool.org.uk
Miss Stubbins	Geography	stubbinj@bedalehighschool.org.uk
Miss Tallentire	History	tallentire@bedalehighschool.org.uk
Miss Temple	PE	templec@bedalehighschool.org.uk
Mrs Wagstaff	HLTA - English	wagstafig@bedalehighschool.org.uk
Mr Wild	English	wildt@bedalehighschool.org.uk
Mrs Wilson	French	wilsonc@bedalehighschool.org.uk
Mrs Woodward	Drama/English	woodl@bedalehighschool.org.uk