



MBS' Remote Education Support Guide for Parents and Students

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.

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

In the first instance of being sent home, independent work on FROG will be set to all students for the first day of remote education. This work will follow the same learning map and curriculum plan that your son is learning at school at the time.

Following the first day 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.

We aim to teach all lessons (with the exception of core PE) via live online lessons from students' normal teachers using Microsoft Teams.

This applies in the instances of all students OR a whole bubble being sent home.

Remote teaching and study time each day

Year 7- 9

We are expecting pupils in these year groups to be actively engaged in study between 8.50-15.00 every day.

Pupils will have a blended learning approach to studying that incorporates teacher led

and student led activities. Each day the timetable will be as follows:

Time	Year 7-9
08.30	Weekly assemblies: <ul style="list-style-type: none"> • Year 7 on Mondays • Year 8 on Thursdays • Year 9 on Tuesdays
08.50	Period 1
09.40	Period 2
10.30	Break
10.40	Period 3
11.30	Period 4
12.25	Period 5
13.15	Lunch break - no live lessons
13.45	Student independent learning activities – no live lessons. Academic/pastoral interventions for specific students will take place on Teams during this time
15.00	End of virtual school day

The timetable above consists of five taught lessons on Microsoft Team, as per the timetable followed in school. All students should log on to their Teams via the lesson invitations they receive and actively participate in their lessons.

The timetable includes the same natural breaks between lessons which students can use to get ready for their next online lessons.

Student independent learning activities should take place from 13.45-15.00. Although there will be no direct input from teachers during this time, student led learning is a valuable way for your child to take responsibility for his learning. Academic/pastoral interventions for specific students will also take place on Teams during this time.

Year 10-13

We are expecting pupils in these year groups to be actively engaged in study between 8.50 – 16.00 every day.

Time	Year 10-13
08.50	Independent Learning Academic/pastoral interventions for specific students
09.40	Period 2
10.30	Break
10.40	Period 3

11.30	Period 4
12.25	Period 5
13.15	Weekly assemblies: <ul style="list-style-type: none"> • Year 10 on Wednesdays • Year 11 on Fridays • Sixth Form on Fridays
13.45	Period 1/Lunch
15.00	Period 6/Independent Study Academic/pastoral interventions for specific students

Student-led independent activities should take place from 8.50-9.40 and 15.00-16.00.

Student independent learning activities

Although there will be no direct input from teachers during this time, student led learning is a valuable way for your child to take responsibility for his or her learning. Your child should engage in following activities:

- Complete homework set by subject teachers
- Watch lessons back to understand and review the learning material (all lessons are recorded and accessible on Microsoft Teams)
- Create words maps, thinking maps and flash cards for new vocabulary and knowledge in exercise books
- 'Green pen' work from lessons by improving and extending writing (making corrections, improvements and adding additional information with your green pen)
- Complete practice exam questions
- Communicate with teachers to seek advice or information on any school-based tasks via email
- Wider research or reading of their own direction
- Access online learning resources, e.g. Hegarty Maths, Quizlet, YouTube, BBC bitesize, Oak National Academy, Kahoot, TED Talks.
- Physical exercise

Academic/pastoral interventions for specific students will also take place on Teams during this time.

Accessing remote education

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

- Microsoft Teams will be used for all live online lessons including setting class activities; engaging with student contributions and teacher feedback during lesson time
- FROG will be used to set all homework tasks and any other additional tasks for independent learning. Homework will be required to be completed using a range of e-learning platforms and books
- A combination of Microsoft Teams, FROG and student e-mail accounts will be used for students to submit work to teachers
- Access to other online learning resources, e.g. Hegarty Maths, Quizlet, YouTube, BBC bitesize, Oak National Academy, Kahoot, TED Talks.

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:

- If your child does not have access to IT equipment at home, please contact the school on parents@maryleboneschool.org and we will endeavour to assist you.
- We are able to arrange the provision of dongles (for internet access) and laptops for students via a loan agreement.
- Students are able to arrange the collection of exercise books and various printed material and resources.

How will my child be taught remotely?

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

At MBS, we aim to ensure that there is minimal disruption to the delivery of the carefully planned curriculum and students' scheduled sequence of learning. In order to achieve this, all lessons are taught live by subject teachers using Microsoft Teams.

Teams tools will be used for all live online lessons including setting class activities, questioning, identifying and addressing student misconceptions, engaging with student contributions and teacher feedback during lesson time.

This is supplemented through use of the following:

- Textbooks, revision books, exercise books and reading books that pupils have at home
- Online workbooks, worksheets, Powerpoint slides
- Access to other online learning resources, e.g. Hegarty Maths, Quizlet, YouTube, BBC Bitesize, Oak National Academy, Kahoot, TED Talks.
- FROG will be used to set all homework tasks and any other additional tasks for independent learning
- A combination of Microsoft Teams, FROG and student e-mail accounts will be used for students to submit work to teachers
- In the case of the long-term absence of a teacher, recorded teaching made by teachers will be provided for students
- In the case of the short-term absence of a teacher, work will be set on FROG and an e-mail will be sent to relevant students notifying them of this

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?

- All pupils are expected to log on and participate in all of their online lessons and follow the timetable outlined above
- Students are expected to engage fully in lessons, complete all tasks assigned by teachers and take relevant notes in their exercise books
- Students must complete assigned homework and independent work set on FROG in every subject on a weekly basis
- If there is any reason why your child will not be attending lessons on a particular day, please email parents@maryleboneschool.org to inform us of the reason. Pupil participation in lessons will be monitored and tracked
- Parents should do their best to provide a calm, focused environment for learning with access to a laptop or computer and the internet (please see Top Tips for parents below for more information)

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

- A register is taken for each lesson and Heads of Year check your child's attendance to these every day
- You will be contacted via a phone calls or e-mail if we are concerned about your child's engagement
- You will also receive a weekly phone call to check the mental wellbeing of your child and to ensure he/she is engaging with learning
- A subject teacher will contact you via e-mail or phone if there is a concern about a particular subject or if your child has not submitted relevant work or met deadlines
- Remote parents' evenings will take place for all year groups as per the school calendar and parental newsletters
- Weekly newsletters via e-mail will continue to be sent to parents outlining key information and updates
- Regular communication via e-mail from your child's Head of Year will also be in place

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

We will continue to use a variety of methods to assess and respond to pupils' work. Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

- Immediate teacher verbal feedback will be provided every lesson via Teams through the use of quizzes, tests, a variety of questioning techniques using the chat box, and the use of various assignment tools
- Group feedback (verbal and/or written) will be provided for at least one piece of homework or independent learning across a learning map
- Written feedback will be provided for at least one specific piece of work across a learning map

Support for pupils with additional 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:

- All EHCP students will be offered support via daily remote sessions with Teaching Assistants
- Teaching Assistants will aim to attend EHCP students' online lessons so that they can assist their learning in support sessions
- Specific SEND students will be provided with weekly wave 2/3 intervention sessions outside of lesson time including: Catch-up literacy, The Lit Programme, Speech and Language support, Numeracy support
- Specific EAL students will be provided with weekly live English language support lessons as per their normal timetable

Please note that for safeguarding purposes, any individual learning support sessions delivered on Teams will require the presence of an adult at home.

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 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?

We will not be inviting isolating students to lessons while the rest of the year group are in school.

Your child's subject teachers will upload the lesson slides, worksheets and resources to FROG for your child to work through. Please support your child to access this work and encourage him/her to spend sufficient time working through the material for each subject.

In situations where multiple students are self-isolating in your child's bubble, please do ask your child to e-mail their relevant teachers to request work.

Top Tips for Parents supporting Students' learning at home

Consider these top tips to support your child's learning at home:

1. Establish routines and expectations

It is important to develop good habits from the start. Help students get up, get dressed and ready to learn with plenty of time to start their day's timetable

2. Choose a good place to learn

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that is dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure that an adult monitors online learning. Keep doors open, and practise good digital safety. Make sure your child can access his/her remote lessons and is engaging with them.

3. Stay in touch

Stay in contact with teachers, tutors, Heads of Year and school leaders but understand it may take a day or two for us to respond. If you have concerns, let someone know.

4. Help students 'own' their learning

No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice. At MBS, your child usually engages with other students and any number of adults multiple times each day. Many of these social interactions will continue from a distance, but they will be different. You cannot replace them all, and that's okay..

5. Begin and end the day by checking-in

In the morning, you might ask:

- What classes/subject do you have today?
- Do you have any assessments?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

At the end of the day you might ask:

- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

6. Establish times for quiet and reflection

For families with children of different ages, and parents who may also be unexpectedly working from home more often, it is good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction. Many families will need to negotiate access to devices, priorities for wi-fi bandwidth and schedules throughout the day.

7. Encourage physical activity and exercise

Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It is a great opportunity to practise exercising 'alone together' with digital workouts and online instructors. You may want to think about how your children can pitch in more around the house with chores or other responsibilities. Now is a good time to think about increasing personal responsibility and pitching in.

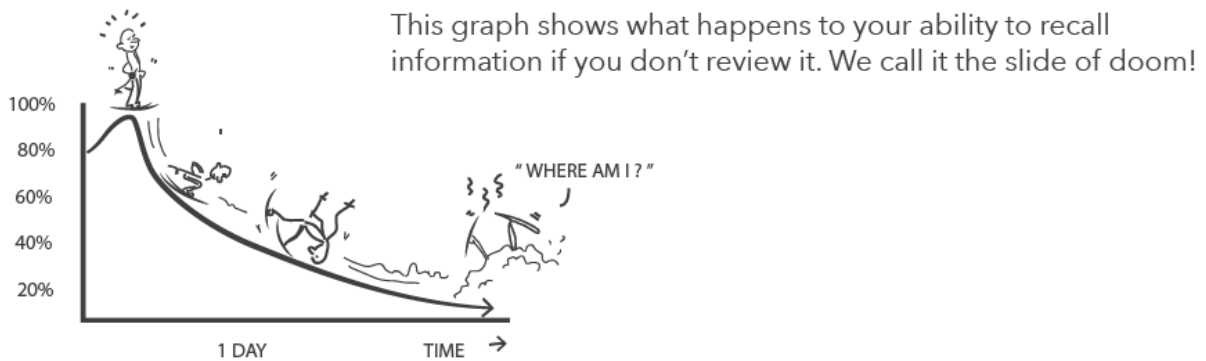
8. Support your son with independent learning

As outlined in your child's timetable detailed further up in this document, he/she is expected to complete independent learning and study. Your child should carry out the following activities during this time and you can use the resources below to support.

- Complete homework set by subject teachers
- Watch lessons back to understand and review the learning material (all lessons are recorded and accessible on Microsoft Teams)
- Create words maps, thinking maps and flash cards for new vocabulary and knowledge in exercise books (see below)
- 'Green pen' work from lessons by improving and extending writing (making corrections, improvements and adding additional information with your green pen)
- Complete practice exam questions
- Communicate with teachers to seek advice or information on any school-based tasks via email
- Wider research or reading of their own direction
- Access online learning resources, e.g. Hegarty Maths, Quizlet, YouTube, BBC Bitesize, Oak National Academy, Kahoot, TED Talks.
- Exercise
- Watch back recordings and look back through chat

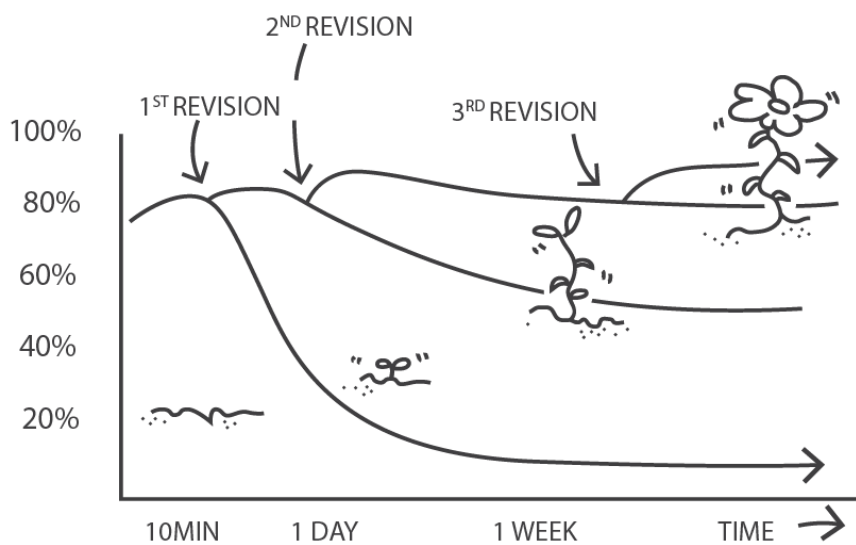
Template and support for word maps and thinking maps

It is essential that students recall and revisit knowledge and skills from lessons regularly in order to support their long-term learning



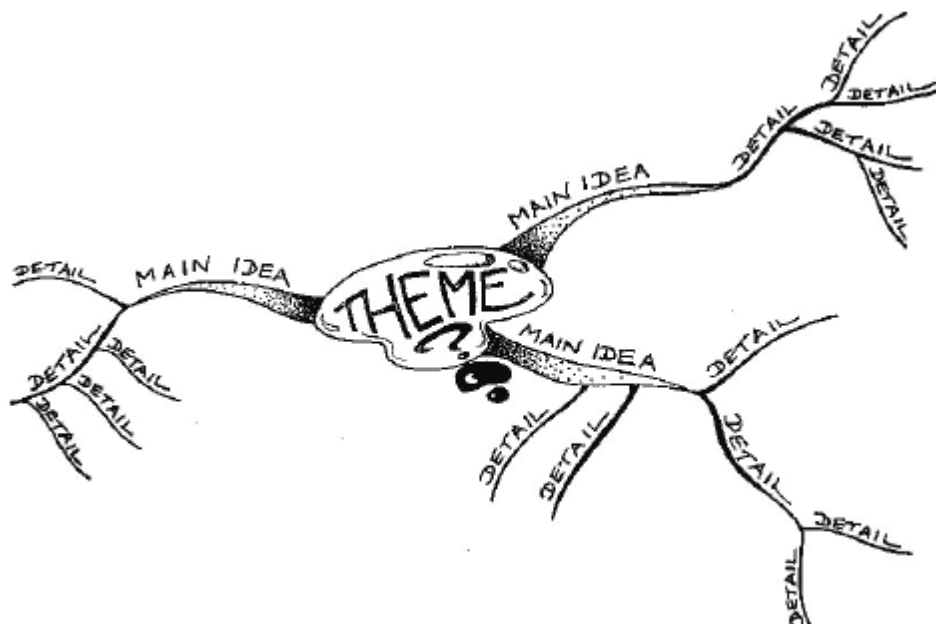
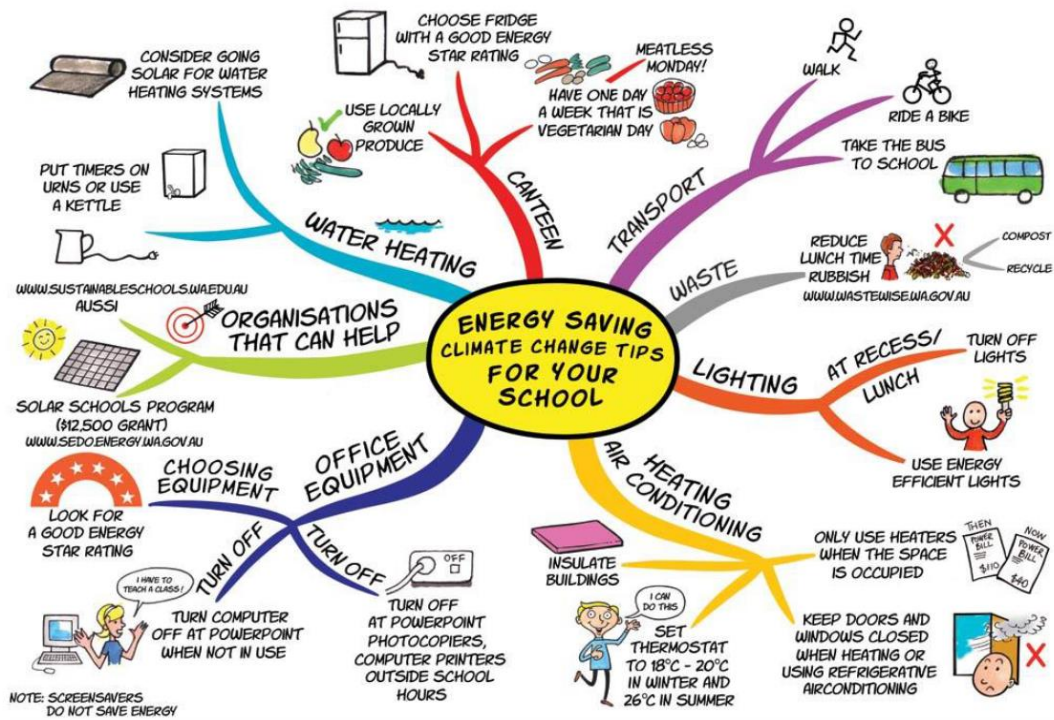
If you review work at key times then you will strengthen your neural connections and stop the slide of doom.

This is what happens if students recall and revisit key knowledge and skills:



Thinking maps are a great way of helping you to make sense of a lot of information so that you can understand and apply it. There is an example of a thinking map below. They are an excellent memory tool for large topics but can help you understand and condense information too. Your memory likes logic and imagination because of what goes on in each half of your brain. Your right brain is for creativity and your left brain is for logic. When the two halves work together, you are stimulating more activity in your brain.

Students should create these for each topic and key knowledge they have covered in lessons:



Template for word maps

Students should create these for key terms and vocabulary that they have covered in lessons

