

# Brays School

## A National Teaching School

Administrative Centre: Brays Rd, Sheldon, Birmingham, B26 1NS

Email: [enquiry@brays.fet.ac](mailto:enquiry@brays.fet.ac) Web: [www.fet.ac](http://www.fet.ac)

Brays Sheldon Brays Tile Cross Brays National Teaching School

0121 743 5730 0121 566 6690 0121 742 6069

Headteacher: Miss E. Rees BA (Hons) PGCE



## Remote Learning Statement

### Rationale:

In line with DfE requirements (<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>), Brays School recognises the importance of high quality, consistent remote education where required during the Covid-19 pandemic. In the longer term, the School also recognises the benefits of establishing a blended learning curriculum.

Remote learning includes, online live learning sessions, online recorded learning session, activities set by the teacher to be completed at home as well as work packs sent to the pupil's home as appropriate. Our remote learning offer will be delivered by a range of professionals. Offline learning away from the computer screen is also part of the remote learning offer.

### Principles:

Our approach to Remote Learning is governed by the following key principles;

- Pupils working remotely will still have full access to our broad, balanced and relevant curriculum, broadly following where practicable a daily timetable.
- Remote education will be well sequenced, following the in-school curriculum intent offer for all pathways (pre-formal, semi-formal and formal) giving pupils access to high quality remote learning resources including teacher support.
- Our remote offer will be no less than the recommended schedule set out in the DfE guidance.
- Recognition of the workload implications on teaching staff who are still offering in school education whilst offering remote education.
- Recognition of the availability of staff each day due to the effects of the pandemic.
- Our remote learning is conducted using Microsoft Teams, Class Dojo and physical work packs as appropriate.
- Keeping children safe through adapting our Safeguarding and Acceptable Use of the Internet policies for remote education.

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## Procedures:

In the case where a whole class group are receiving remote education;

- Work set should follow the remote learning timetable for the time the pupil is at home. The amount of work set should be approximately in line with the amount of lesson time for that subject/session, bearing in mind that it may take pupils longer to work through activities remotely.
- Work set should all be via the Class Dojo class story/portfolio function.
- If the work set remotely would not normally be formatively marked in a classroom scenario, then there is no expectation for it to be marked online in detail. However, teachers will check that work is being submitted via the portfolio function.
- Where there are concerns about the engagement of pupils with remote work, teachers will contact the designated teacher who oversees remote learning.
- Staff will make themselves available during their remote timetabled lesson slots to support pupils via MS Teams or Class Dojo message.
- Live, synchronous remote learning will compose of at least 1 sessions of the timetable each day where possible and appropriate. This could take many forms; live delivery of subject matter, a question and answer session, or being available online to verbally interact and/or support pupils.

In the case where an individual or individuals from a class are receiving remote education;

- Staff will make all lesson resources available on Class Dojo and in pupil resource packs.
- Teachers will make themselves available online to offer support to pupils/carers if needed. Some teachers may also 'live stream' lessons to allow those pupils working remotely to access them.

In the case where the school is forced to close and the entire pupils body receives remote education;

- All pupils will receive work via MS Teams or Class Dojo.
- Teachers will offer support to pupils either in the form of 'live' synchronous learning or being online at specified times.

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## What are the school's expectations regarding pupil engagement with remote learning?

It is vital that pupils fully engage with remote learning, to minimise the impact of their absence. To this end we expect;

- Pupils to complete work set by the class teacher.
- Pupils to 'attend' any live synchronous learning events offered by teachers or use their home learning pack, as long as they are fit and well.
- Any concerns staff have about pupil engagement will be communicated to Senior Leadership Team. The school will contact parents/carers where concerns have arisen.
- Parental support can also play a key role in ensuring their child works effectively, by setting clear routines to support learning at home.

## What should parents/carers do if their child is struggling to access remote learning?

Brays School recognises the importance of continuing learning opportunities at home.

- Where a pupil cannot access online learning due special educational needs, we will support families as detailed below.
- Where families are encountering temporary issues accessing remote learning, they should contact class teachers or a member of the Senior Leadership Team to make them aware.
- Where pupils do not have access to a device and/or internet access at home, they should contact the school as a matter of urgency. We will do our best to support pupils where this is an issue.

## How will the school help the additional needs of our pupils whilst they are working from home?

All of our pupils have special educational needs and disabilities (SEND), and some 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;

- Class teachers continue to "check in" with families weekly to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met
- Class teachers will set work and provide resources for individual pupil needs relating to the outcomes/targets on their EHCP or IEPs.

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- Parents/carers should be aware of the remote education resources available with Oak National Academy. There is specialist content for pupils with SEND which covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This may complement the other remote education resources set by the subject teacher.  
<https://classroom.thenational.academy/specialist>
- Specialist resources shared by Occupational Therapy Services and Speech and Language Services will be made available to families.
- We aim to provide printed resources, such as work packs, Tac Pac, Symbols, ALDs, PEC symbols etc. for pupils who do not have suitable online access.

## Who is responsible for monitoring the quality of remote education?

The Senior Leaders are responsible for monitoring the quality and setting of remote education.