BEAL HIGH SCHOOL
REMOTE LEARNING [1]
Education Brief
2020-21

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[1] Our Remote Learning brief is informed by the following guidance:

> The Department for Education's (DfE's) expectations for remote learning, in its guidance for schools during partial closure

> The DfE's remote education provision review framework

> The DfE's remote education good practice guidance

> The good practice recommendations in the Education Endowment Foundation's rapid evidence assessment

CONTENTS

1. REMOTE LEARNING[2] - OVERARCHING STATEMENT OF INTENT

We have established a remote teaching minimum standard for all teaching staff and departments within our quality assurance strategy. In line with DfE guidance our remote education is equivalent in length to the core teaching students would receive in school and will include both recorded or live direct teaching time, and time for students to complete tasks and assignments independently. Our remote curriculum is well planned and sequenced so that knowledge and skills are built incrementally, with a clear plan outlining what is intended to be taught and practised in each subject so that students can make progress in line with their progression targets.

Our students are making good or better progress and some are engaging with remote learning more effectively than traditional class based teaching. All staff and students have had to adapt and learn new skills and processes which will serve them all well in the future. Some of what we have learnt will change our practice for the better long term. It has certainly enabled equality of opportunity and access far beyond traditional class based lessons and staff training.

We are continually reviewing our systems of remote learning and removing barriers that exist, incorporating the findings of Ofsted's Remote Education Research[3], our clear intent is that:

- We will continue to apply the same principles upon which our curriculum is based. The 'CALIBRE Curriculum' that our students experience remotely will be carefully planned, maintaining the rigour of a wide and deep curriculum.

- **Exceptional teaching** and learning continues to be at the core of our vision for remote teaching, learning and assessment at Beal High School

- Students' **conceptual understanding** and levels of engagement with their remote learning will continue to be assessed to ensure they progress through the curriculum.

- We will continue to evolve our remote learning practice to ensure **100% student engagement** by ensuring all students have access to appropriate resources and support to remove any barriers to students' learning and development.

2. STRATEGIC OBJECTIVES

Remote learning non-negotiables at Beal:
- Every Key Stage 3 and 4 student has an entitlement to their normal school timetable and their five real time sequential lessons a day.
- Sixth formers have an entitlement to their normal real time school timetable
- A minimum standard of live Microsoft Teams lessons where appropriate.
- All Period 6 Information, Advice & Guidance (IAG)/tutor time and PSHE[4] lessons are delivered live and follow our normal curriculum plan for all key stages.
- If teachers are delivering a live lesson on Teams a note will be posted on Show My Homework (SMHW) either in the title or task description.

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[2] Beal High School remote learning information
[3] OFSTED: Remote Education Research Published 25/01/21
[4] PSHE Curriculum Intent and Implementation: https://www.bealhighschool.co.uk/curriculum/PHSE/

- Each lesson will be taught as a live Teams lesson, a recorded lesson, a narrated PowerPoint or lesson resources including Oak Academy et al will be available on SMHW at the beginning of their scheduled lesson.
- We ask parents to check SMHW to get a picture of their child's remote learning and to encourage their child to access this in 'real time' and follow their usual school timetable
- 100% of students will receive feedback at least weekly using digitally facilitated or whole class feedback where appropriate.
- A remote quality assurance (QA) cycle
- 100% of students must be engaged in their remote learning with no exceptions and student feedback should inform the adjustment of the pace or difficulty of what is being taught; where necessary revising material or simplifying explanations to ensure students understanding.
- All students will have access to remote learning every day.
- Students without access are either provided with a device or if considered vulnerable will access the remote learning by attending school.

3. REMOTE TEACHING, LEARNING & ASSESSMENT STRATEGY

100% of students will receive feedback at least weekly using digitally facilitated or whole class feedback where appropriate, for example
- Teachers may spend 5/10 minutes at the beginning of a lesson providing whole class feedback on a piece of work set as h/w or covered in a previous lesson.
- Teachers may set quizzes on SMHW to assess learning over a short sequence of lessons or may provide verbal feedback to students throughout the lesson.
- It is important to note this does not replace the departmental marking policy in line with the whole school policy. This will continue whilst students are engaging in remote learning.

4. REMOTE STUDENT ENGAGEMENT STRATEGY

STUDENT ENGAGEMENT WITH LESSONS

Our expectations are that all students will work remotely by logging in to live lessons on Teams and by engaging with assignments set on Satchel One.

Student engagement with lessons is monitored through:
- The weekly scrutiny of students' access to **Satchel One/SMH**. Students with low submissions or irregular access are contacted by the pastoral team on a weekly basis.
- The weekly monitoring of attendance to **timetabled live Period 6 Information, Advice and Guidance** (IAGs) led by form tutors. Our usual attendance procedures[5] apply.
- The daily use of the **Insights application in Microsoft Teams**: Staff are able to monitor students' Teams attendance, activities and interactions, from assignment submission to engagement in class conversations.
- **Heads of Department (HoDs) Remote Learning Quality Assurance** (weekly aggregation sheets with Remote learning provision, work scrutiny, remote lesson observations cycle).

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[5] Beal High School Attendance and Punctuality Procedures

- **Edulink:** monitors attendance to all 'live' Teams lessons. Attendance data is recorded centrally on SIMS (Student Information Management System), so that our usual attendance procedures can be applied. Please also see our remote attendance protocols here.

PROVISION OF VULNERABLE/KEY WORKER STUDENTS[6]

We ensure those children of key workers and vulnerable children attend school. All other students receive remote education.

In addition, within this cohort the school includes students who have difficulty engaging with remote education at home, they are invited to come and receive personalised support in school.

We have continued to ensure those children of key workers and vulnerable children attend school, supervised by our support staff. All other students receive remote education.

The following measure and systems are in place to support key worker children and vulnerable students:

- We continue to welcome and encourage our SEND students (particularly those with an EHCP – Education & Health Care Plan) or students with a social worker to attend the vulnerable pupil provision in the school where the parent or carer wishes for their child to be able to attend.
- In Beacon Communication School (BCS) we have continued to provide students' usual interventions with staff with vital specialist training. This has predominantly continued remotely. Pupil level risk assessments, are used to prioritise the provision a child with SEND receives to ensure their needs are being met. We currently have a BCS 'bubble' being supervised on site.

SEND STUDENT PROVISION

Our special educational needs provision for students who need it still applies when students are learning remotely, details of which can be found in our SEND report[7]. All SEND students not receiving on-site education are provided with suitable quality remote education in line with our whole school expectations. For students with SEND, their teachers are best placed to know how their needs can be most effectively met to ensure they continue to make progress if they are not in face-to-face education. All school level support and therapies to support students with SEND continues, with much of this being 'live' remote support.

SENCOs have provided specific good practice guidance to all staff as to how they can ensure SEND students are supported well remotely. For those students with SEND that are not be able to access remote education without adult support, we have worked with families to deliver an ambitious curriculum appropriate for their level of need. The school has put in place the following rapid and effective solutions to ensure students with SEND continue to be supported:

- Support staff supervise our vulnerable students who are accessing the in school provision to manage their remote learning effectively
- Teaching Assistants (TA's) are invited to join specific lessons of identified EHCP/EAL students working in school to ensure effective support following their 'live' lesson

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[6] DfE Guidance - Children of critical workers and vulnerable children who can access schools or educational settings
[7] BHS SEND Report

- TA support of students when teachers are using the 'break away room' facility in MS Teams
- Supporting EHCP/EAL students remotely via MS Teams to ensure they are accessing the following; SMH, emails, live lessons and narrated PowerPoints
- Encouraging student engagement and liaising with teachers to ensure resources are accessible and providing suitable challenge. Working in partnership with subject teachers according to 'normal timetable' to inform how this should be done.
- Maintain records of contact with students and their engagement in the learning, when supporting in lessons to ensure progress is measured and shared with class teacher
- Welfare calls are made weekly of all SEND students and of our emerging vulnerables i.e. those students not engaging with the remote learning. Those not engaging are encouraged to come in to school to access their remote learning where they can be supported by support staff
- 1:1 small group interventions via Teams
- Speech and Language Therapy continues remotely with students 1:1 and in small groups as identified in their EHCP.
- Telephone counselling sessions have continued for students that need it.
- SEND interventions continue remotely with students 1:1 or small group sessions.

REMOTE BEHAVIOUR STRATEGY

Our core values still hold whether students are learning remotely or are in school. We want our students to continue to learn in a positive learning environment, both in school, and remotely, where young people can aspire, be challenged and excel in an atmosphere of safety and purpose.

The key value upon which the remote engagement strategy is based on is that live lessons continue to take place in a safe learning environment in which teachers can teach and children can learn. Beal High School is committed to outstanding learning; and to instilling values of mutual respect, ambition and responsibility.

Staff adhere to our behaviour policies[8] and the online code of conduct in all live classes in order to reinforce expectations and ensure positive student engagement.

5. QUALITY ASSURANCE OF REMOTE LEARNING

As part of the quality assurance process[9], a number of strategies have been put in place to help monitor the quality of remote teaching and learning taking place. This includes:

REMOTE LEARNING DEPARTMENT AGGREGATION

These are submitted on a weekly basis by heads of department to senior leaders. The document reports the number of live lessons taking place on a weekly basis for each year group and for each member of staff. Alongside this, the number of resources uploaded as narrated PowerPoints and via Satchel One are logged. This is scrutinised by member of the Senior Leadership Team (SLT) and discussed at fortnightly seminar meetings. To date, we have a cumulative weekly average of 87.4% of lessons across departments being delivered live via MS Teams.

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[8] **BMAT Student Behaviour Policies**:
BMAT Student Behaviour Policy
BMAT Annex to Student Behaviour Policy
BMAT Home School Agreement
[9] Beal High School Remote Education Quality Assurance Cycle

This exceeds our whole school expectations and has ensured consistent levels of high quality remote teaching and learning.

QA CYCLE: WORK SCRUTINY, REMOTE OBSERVATIONS, LEARNING WALKS & STUDENT VOICE

As part of the quality assurance cycle, departments have been carrying out work scrutinies of remote learning. The process has involved Heads of Department selecting a range of student work that has been delivered remotely, across varying abilities and all year groups, to scrutinise. The work scrutiny not only has focused on the quality and consistency of student work but also, the quality and consistency of teacher feedback. By scrutinising work with team members and sharing findings with SLT, Heads of Department will be able to identify areas of strength i.e. where remote learning is being delivered exceptionally well to help facilitate the sharing of good practice and areas of development.

The implementation of remote lesson observations, learning walks and student voice activities as quality assurance processes aim to further monitor the remote learning provision being provided to Beal students. Lesson observations and learning walks aim to support in staff development and help to identify good practice that can be shared across departments and whole school. Support resources have been created linking each Teachers' Standards to how it can be evidenced remotely so that staff have confidence in the lessons they are delivering and the quality of teaching and learning. Student voice activities will allow us to identify what is going well and how we can develop our remote learning strategy further. We will continue to respond to feedback students provide to ensure that we can strengthen our teaching and learning provision.

6. REMOTE LEARNING CPD

We have responded quickly and flexibly to staff training needs around remote learning. Staff were provided with basic Teams and SatchelOne training in September and have been issued with quick reference guides to SatchelOne as well as Teams. We have recently designated five twilight sessions to run over the spring term to cover emerging staff needs. So far these sessions have covered basic/intermediate MS Teams, breakout rooms and the MS Teams Insights app, use of graphic tablets with MS Teams and Exam.net. All sessions are delivered over MS Teams and recorded so that they can be viewed again by staff.

7. REMOTE PASTORAL AND PERSONAL DEVELOPMENT

Pastoral Care is an integral part of our approach to a holistic education, which puts the educational, emotional and social development of the student at the centre of its learning values.   In the Sixth Form, we offer a continuous pastoral and progression provision to ensure all students are well-supported and on track to fulfil their academic ambitions.

Form tutors are delivering online Period 6 IAG sessions on teams each Monday (for Years 7-12) or Wednesday (for Year 13). All students are expected to attend these sessions. The main focus for the sessions up to date has been on:

- Virtual assemblies
- Virtual IAG
- 1:1 Academic Mentoring
- Establishing healthy online learning expectations and developing good habits for Remote Learning
- Training on the use of MS Teams and Exam.net
- Virtual PSHE
- Progression advice for Years 9, 11 and 13
- UCAS mentoring and support
- EPQ/MDV/Oxbridge masterclasses

Remote pastoral development extra-curricular activities and progression support has continued for all Key Stages. For more specific detail by year group, please look at our Year Group sections on our website.

8. REMOTE PROGRESSION SUPPORT

CAREERS

Covid-19 and the lockdown add additional barriers to delivering career education and guidance in schools, however the Gatsby Benchmarks have not changed and neither has the expectation that they remain a framework for good career guidance.

Our students continue to have access to quality personal career guidance to help them move on to further education destinations, employment or to additional training and apprenticeships, with the following being some examples of continued remote support:

- Students continue to access virtual work experiences, shadowing opportunities, visits, lectures and events
- Robust and comprehensive virtual delivery of careers education through our PSHE and Period 6 IAG sessions with tutors
- Careers and Progression Programme for Year 13 students at risk of being NEET
- 15 month Mentoring Programme for vulnerable students in Year 12 run by the Local Authority
- External agency (Prospects) continue to provide one to one careers advice and guidance to our most vulnerable students in Year 11 and Year 13
- Careers Co-ordinator to hold remote Careers advice and guidance sessions for students.

EXAMINATIONS (CONTINUOUS ASSESSMENT PERIOD)

As we await clarification of the 'alternative arrangements' to replace GCSEs, BTECs and A levels this summer, it is essential that our students continue to receive a world class education both for their qualifications and in terms of progression for post-16 or university courses later in 2021.

High quality assessment is integral to rapid academic progress, and it must be fair, impact-based and efficient for students and staff.

To ensure all students are given opportunities to demonstrate their academic performance and potential remotely we have developed a high quality assessment tool ('Exam.net') for use specifically with year 11 and 13 students in the first phase. Replacing traditional mocks, these ongoing assessments will be integrated into programmes of study and run both within lesson time and after-school. The software allows us to run online live supervised assessments securely and in a way that we can meaningfully add to our students' assessment portfolio whilst we await the outcomes of the national consultation. They will also benefit from speedier feedback and opportunities to improve their practice. The platform also allows for personalised assessment settings, such as use of specific tools or bespoke access arrangements.

Following our successful pilot period during spring half-term one, we are categorising the second Spring half-term as our Continuous Assessment Period, where year 11 and 13 students across their full range of courses will be able to benefit from regular low-stakes testing via a secure and accessible platform.

All staff and student across the Trust will be trained by February half-term ahead of the Continuous Assessment Period next half-term. Phase two roll-out will involve years 7-10 and 12 so that they too can benefit from this remote assessment provision. Collaboration across BHS and TFA sites will be essential to ensure equal opportunities and entitlement to all Beal Sixth Form students and ongoing department moderation and standardisation will continue.

9. ATTENDANCE MONITORING - COVID-19 ATTENDANCE PROCEDURES

We are highly focused on the pursuit of excellent student attendance and punctuality to all online lessons. We continue to monitor student attendance to our onsite provision as well as attendance to all 'live' Teams lessons. For a child to reach their full educational achievement a high level of attendance to remote learning and online learning is essential. We will consistently work towards a goal of 100% attendance to all 'live' lessons. Our whole school attendance procedures and accompanying roles and responsibilities still apply.

10. SAFEGUARDING

Our core Safeguarding principles remain the same during any period of school closure as set out in the BMAT Safeguarding and Child Protection Policy[10]. We will continue to have regard to the statutory safeguarding guidance Keeping Children Safe in Education[11].

'Safeguarding is everyone's business: it's up to all of us to keep children safe.'

Our Safeguarding addendum applies during any period of school closure due to COVID-19 and should be read in conjunction with the Department for Education's guidance: Contingency framework: education and childcare settings[12].

This addendum sets out some of the adjustments we are making to ensure our safeguarding arrangements continue to be robust and we continue to promote and safeguard the wellbeing of children and young people during any period of school closure.

All staff and volunteers must continue to act on any concerns they have about a child immediately and school arrangement will continue in line with the BMAT Safeguarding and Child Protection Policy.

Students are aware of online safety and know how to stay safe when learning online. Our school website contains online safety materials[13] and these are also covered within our PSHE/Tutor IAG remote learning programme. Staff are also aware of online safety when running 'live' lessons with all lessons being recorded. Staff have also been advised to read our safeguarding policy and BMAT E-safety Policy and Procedure.[14]

11. PHSE & SMSC

PSHE is delivered once a fortnight by teachers using a rolling programme of delivery. Schemes of work have been adapted and changed so that elements which are more conducive to virtual delivery are prioritised to maximise

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[10] Beal High School Safeguarding Policy
Beal High School Safeguarding COVID Addendum

[11] DfE Keeping Children Safe in Education 2020: Statutory guidance for schools and colleges
[12] DfE Guidance: Contingency Framework – Education and childcare settings
[13] Safeguarding – Online safety resources for parents & students
[14] BMAT E-Safety Policy and Procedure

learning outcomes.   We continue to meet our statutory obligations by teaching all elements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum effectively to all students.[15]

12. PARENTAL ENGAGEMENT

We continue to communicate and engage with our parents throughout school closure in the following ways:

- Beal Sixth Form virtual progression evening[16] with all Year 11 parents and students at both sites being sent the link to live broadcasts with the Sixth form team. Please see link here.

- Virtual Partnership evenings have been shared by narrated PowerPoints for Years 7-11 and are available on our website.

- Year 6 open evening virtual tour[17] of the school with video presentations from departments and co-headteachers

- Year 11 and 13 Parent Consultation Weeks have replaced the traditional Parents' Evening and will allow parents, students and teachers to meet together via a phone call or Teams meeting.

- Regular weekly contact with families of vulnerable learners

- Annual reviews for students with an EHCP have continued remotely with all professionals invited.

- Class teachers/HOD/pastoral teams continue to contact parents where necessary

- Regular contact from Executive Principal/Co-headteachers about changes to exams/school opening

- Progress reports sent out to all year groups

- Parent workshops led by The Redbridge Education Psychology service have been shared with parents, focusing on improving wellbeing, dealing with bereavement and tackling stress during the pandemic

- Parent survey on our remote learning provision taken place in February 2021.

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[15] Beal High School PSHE Curriculum Intent and Implementation
BMAT RSE Policy
[16] Beal Sixth Form Virtual Progression Evening
[17] Year 6 Open Evening Virtual Tour