

Guidance for Parents

10 Top Tips for Parents to Support Learning at Home

Providing Remote-Education Information to Parents

Brownhill Learning community works together to improve pupil outcomes across 3 bases:

Heights Lane Site, Rochdale, OL12 0PZ
Darnhill Site, Heywood, OL10 3PY
Saxon Hall, Rochdale, OL16 2XW



As we adjust to learning from home, it is important to understand that we cannot replicate what we do in school and that we can only try our best. The partnership between school and home is so important and the following questions are suggestions of things you can ask your child in order to support them in their learning.

These are only suggestions – you know your child best!

1. Which subjects have set you work today?

By asking for specifics, your child will have to give you a list and you can follow up by asking which ones they enjoy the most or find the most difficult.

2. Which subjects are you going to do your lessons on today?

Again, by asking for specific subjects, they will set out their plan for the day. You can follow up by asking which will take the most time, or which they will do first. Your child is learning how to prioritise.

3. How is your learning going?

Be careful not to accept the answer, 'It's fine'. Try to ask a follow up questions that starts with, 'what', 'which' or 'why' so that your child goes into more specific issues that you can support them with.

4. What time do your lessons finish today?

Again, by careful not to accept a simple response such as 'later on' or 'don't know'. By asking this questions, you are getting your child to consider their routine and workload. You can then support them.

5. Which of your friends have you spoken to today, and how are they?

This question will encourage your child to take a little mental break from their work, get them thinking about their friends and you can check their wellbeing.

6. Can I help you with anything?

Your child is likely to respond with a 'no, im fine' but perhaps ask, 'are you sure' a couple of time to check. Only ask if you have some time to sit with them for a while and explore/support further.

7. When do you have a break?

By asking for a specific time, you are encouraging your child to think about their routine and take control of their learning. This looks after their general wellbeing.

8. Can you show me some of the work that you have done today?

This question is very important. It is not easy to monitor the quality of your child's work. However, by asking to see, you will check that they have done something and have not just marked it as completed without working hard on a task. It also gives you a great chance to praise and encourage your child.

9. Have your teachers given you any comments or feedback on your work?

This question builds the dialogue about the learning and allows you to give further praise and encouragement. If you ask what you think the teachers means, then your child will deepen their learning by thinking about how they can improve.

10. What has been the most interesting thing that you have learnt today?

This question helps review learning and gives you the chance to have a wider, richer and deeper conversation about their learning. This is a great question to ask at meal times!

REMEMBER, IF YOU NEED TO CONTACT SCHOOL, PLEASE CONTACT YOUR CHILD'S TEACHER.

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This information is intended to provide clarity and transparency to pupil and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubble) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

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 learning.

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

If pupils are not in school for a short period (for example if taking a COVID-19 test and waiting for the results) and they are well enough to work, they should undertake independent tasks from the suggestions below.

As far as possible, pupils should select tasks relevant to the subjects they would have been studying that day and aim to work during normal school times.

Independent Tasks:

1. Educational Websites

- [BBC Bitesize](#)

Pupils can explore the website to find work relating to different subjects and key stages.

Some subjects routinely use other websites for their work. If pupils are familiar with these, they should be able to use them to top-up their learning.

2. GCSE Revision Guides

If Key Stage 4 pupils have revision guides, they should undertake their own revision.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The work set by teachers is designed to last the full length of a normal lesson- 45 minutes. If your child appears to complete the work in significantly less time, please encourage them to check the assignment instructions carefully to ensure that they have completed all tasks thoroughly. Pupils should be encouraged to completed supplement assignment tasks with independent tasks described above, if necessary.

Accessing remote education

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

All remote education, contact with staff and live lessons will be accessed via Teams.

We strongly encourage pupils to download TEAMS on monbile devices. This plastform can also be accessed via games consoles, such as Xbox and PlayStation.

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, whether there is no access, or limited resources and shared between a number of people working simultaneously. Where this is the case, it is imperative that parents/carers contact the school to request extra support.

The BLC have been allocated a certain number of laptops and wifi devices that we can give out to pupils who require the support.

How will be child be taught remotely?

We use a range of approaches to teach pupils remotely, including:

- Lessons set on Microsoft Teams. These may include videos and/or narrated PowerPoints produced by teachers to continue to provide direct teaching through clear explanations and instructions.
- Commercially available websites supporting the teaching of specific subjects or areas, for example Active Learn, BBC Bitesize, etc.
- Live teaching (online lessons).
- Paper home work packs dropped off at pupil houses on a regular basis.

Engagement and feedback

What are your expectations for my child's engagement?

We have the following expectations:

- Pupils are up, dressed and are ready.
- Where possible, pupils complete remote education following the order and timing of their usual school timetable.
- Pupils complete tasks to the best of their ability. If they complete a task significantly quicker than the normal length of a lesson, they check their work carefully. They do further independent study if necessary to supplement the assigned tasks.
- Pupils ask for help if necessary. They may send their teacher an email/message on TEAMS or ask other members of the class for help.
- Pupils to use formal language when posting messages, rather than abbreviated speak. They must ensure that comments are appropriate for the forum and not critical or derogatory of others. Messages will be monitored and followed up, if necessary.
- Pupils to follow the live lesson rules and demonstrate respectful and responsible behaviour whilst in the lesson.

There is no expectation that pupils work through their weekends to complete tasks. Homework will not be set in addition to remote education, other than in exceptional circumstances.

What support can we, as parents and carers, provide at home?

Parents and carers may support our expectations by:

- Ensuring that they have requested support with digital resources if necessary.
- Contacting their site if there are any problems with any of the learning platforms.
- Ensuring that the school has up-to-date contact details for all who are involved with the pupils.
- Taking an interest in the work their child has been set and completed each day. Ask questions about what they have done. See 'Ten Top Tips for Parents to Support Learning at Home' document on our website for suggestions.
- Talking about the most appropriate place to work, ensuring that, where possible, their child works at a table and in a quiet area, minimising distractions.
- Discussing how their child will reward themselves for good work, and how their child will switch off at the end of the school day.
- Ensuring that their child maintains good sleeping habits.

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

There is an expectation that pupils share evidence of their work when handing in every assignment. Attendance at live lessons, homework handed in, work completed are recorded and monitored centrally.

Teachers raise concerns about individual pupils through our attendance and welfare teams.

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

Assessing progress

Teachers continue to use many traditional assessment strategies, as they would in the classroom.

Pupils may be advised to complete a Microsoft Teams document, other online quizzes that review their understanding or paper work.

Additionally, pupils frequently undertake a range of other assessment tasks, such as starter activities to review their knowledge from prior lessons, knowledge from the current lesson.

Online platforms such as Active Learn, provide pupils and teachers with detailed analysis of pupils' performance.

Teachers use the outcomes of all these assessments processed to provide feedback to address misconceptions and provide advice on how to develop their work.

Feedback

The frequency of feedback will continue in line with our usual feedback policy. Feedback can take many forms and may not always mean extensive written comments for individual children.

Whole-class feedback, a typical strategy used in classroom teaching, may be provided remotely during a live lesson.

Quizzes marked automatically via digital platforms are also valid and effective methods for feedback, amongst others.

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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 work with parents and carers to support these pupils.

Our teaching staff work to create differentiated lesson resources that are more accessible for SEND pupils.

Pupils will continue to receive support from outside agencies, such as RANS, CMHS, #THRIVE, school based counsellors and educational psychologists.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approach described above?

In the following cases:

- A pupil self-isolating following contact tracing
- A pupil have a positive COVID-19 test result, but is asymptomatic or feels well enough to work.

On day one of self—isolation, see the section on immediate remote education on page 1.

Beyond day one, teachers will share lesson resources with pupils via Microsoft Teams or work packs delivered to their homes.

The pupil should work through the resources and complete the tasks to the best of their ability.

Pupils who have a positive results and are unwell

Parents/carers must contact the school to inform us that their child is unwell and unable to complete the work. If this is the case, they are not expected to complete the work set. However if their symptoms improve during the period that they are required to self-isolate, they should engage with the tasks made available to them.