



Derby Cathedral School

Remote Education Provision

In the event of self-isolation or lockdown

Remote education provision: information for parents

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

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

The remote curriculum: what is taught to students 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 or two of students being sent home?

Due to national lockdown, all lessons in all subjects are now taught remotely through Microsoft Teams – both for those students present in school due and those learning remotely from home. In the event that your child has been present in school and has been told that they need to self-isolate, they will continue to access their lessons in the same manner that they did in school.

As a school we have access to a limited number of devices and internet data dongles. Should you find that you are unable to access remote learning due to a lack of access to a device or the internet, please contact info@derbycathedralschool.org.uk to discuss ways in which we can support you.

Over the period of time that your child is remotely learning, form tutors will meet with their tutees daily to ensure they are able to access the learning resources and calls home will be made where we are concerned that students are not able to access their lessons.

The school website contains a number of resources to support you and your child in establishing their home learning routines, these resources can be found under the 'Teaching and Learning' – 'Remote Learning' banner.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

All students will have access to the same high quality education when remote working, as they would in school through live lessons delivered by their class teachers.

Teachers will ensure lessons are inclusive for all students and can be adapted to account for the needs of disadvantaged students and students with SEND.

When teaching students who are working remotely through live lessons, teachers will:

- Set assignments so that students have meaningful and ambitious work each day.
- Deliver a planned, coherent, and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
- Plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.
- All provisions for remote learning will be subject to the class group's age and ability.
- In exceptional circumstances, the school may reduce its curriculum offering to enable students to cope with the workload – the headteacher will assess this need, keeping students' best interests in mind, and will not make the decision lightly.
- Teachers will continue to make use of formative assessments throughout the period of remote learning.

Where live lessons are not possible, work will be uploaded as an assignment on Teams.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Secondary school-aged students	In line with government guidance, students will follow their usual in-school timetable, meaning they have 5 hours of home learning per day.
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Accessing remote education

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

Our expectation is that students carry out remote learning through Microsoft Teams. Students must access their form tutor group teams at 9:00am each morning – ensuring that they access all 6 lessons of their normal timetable for the rest of each day.

Students have been instructed on how to access Microsoft Teams through Office 365 and our website contains useful guides for students and parents to ensure all lesson resources are accessible.

If you have any difficulties in accessing remote learning due to a lack of internet or device, please contact us on info@derbycathedralschool.org.uk and we will discuss the best way of supporting your family.

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:

We are aware that some families will have difficulties in accessing remote learning due to a lack of technology in the household. As such, we have access to a limited number of devices and internet data dongles that are available should they be required.

If you have any difficulties in accessing remote learning due to a lack of internet or device, please contact us on info@derbycathedralschool.org.uk and we will discuss the best way of supporting your family.

How will my child be taught remotely?

Whilst your child is isolating at home, their learning must continue. Work will be set for each timetabled lesson your child has using the remote platform Teams. All students have been taught how to logon to access this work and have been doing this in order to complete their homework.

Live Lessons

The interaction between student and teacher is a key part of the learning process and should never be underestimated. It allows both teacher and student to gain instant feedback and this helps the teacher to plan and intervene effectively. It also helps the student feel that their questions are being addressed which in turn improves engagement and motivation. These will be posted in advance so your child knows what time the lesson will start and end, but it will be during their timetabled slot.

The benefits of live lessons are:

- Lessons are more engaging
- It creates a sense of togetherness
- Verbal explanations improve learning
- Your child receives immediate response to questions
- Opportunity for staff to address misconceptions
- Students are compelled to engage

Each lesson will:

- Begin with a “Start now” task that will allow your child to recap prior learning.
- Provide a learning objective for the lesson.
- Present the key concept and knowledge content.
- Allow time for your child to ask questions.
- Assessment of understanding through questioning
- End with a consolidation task that your child must complete independently at the end of the lesson.

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?

To ensure that all students are able to access learning resources in a safe and effective manner the following rules apply.

- Please ensure that your child is appropriately dressed.
- Try to ensure that your child has a quiet place to work away from others in the house.
- Check that the camera on their device is switched off.
- If you are able, check in at points to ensure your child is coping with the learning.
- Support your child in completing the follow-up task once the lesson has finished.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Students will be present for remote learning by 9:00am and cease their remote learning at 3:05pm from Monday to Friday, with the exception of breaks and lunchtimes.
- Parents will inform their child's teacher no later than 8:30am if their child is unwell.

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

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work. If we become aware that students are not logging in to Teams to access their online learning we will make contact with parents immediately to ascertain the reason why.

Expectations

All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Students will receive feedback in line with the school feedback policy.

A register will be taken during every live lesson, and should a child not be in attendance of their lesson, school will make contact with home to establish the reason behind this absence. If over the course of remote learning your child becomes ill and is unable to work, please contact school to report their absence in the usual manner.

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

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also

valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Teachers will use a variety of feedback methods in their live lessons to help them understand how students are progressing. Some strategies they will use are as follows:

- Staff and students will both make use of verbal or written feedback during the lesson using the chat and audio facilities in Teams.
- Questionnaires, quizzes and surveys during and at the end of lessons will be used to check knowledge and understanding.
- 'Start Now' activities are used at the start of all lessons to assess knowledge retention and Understanding.
- Formative assessment tasks will be set within the half term that are submitted through Teams to enable teachers to adjust their teaching and planning accordingly.
- Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO as soon as possible.

Additional support for pupils with particular 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:

Provision is made for all students with an EHCP to attend school as part of the keyworker/vulnerable group during any remote learning unless this is contrary to health advice. For daily updates and the school's full Covid-19 risk assessment please visit our website.

Our SEND team will make contact with you to discuss the particular needs of your child during this challenging period to ensure that children with EHCPs are still able to access learning with support and guidance. In this conversation they will:

- Liaise with the school's IT support to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- Ensure that students with EHCPs continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for students with EHC plans and IHPs.
- Identify the level of support or intervention that is required while students with SEND learn remotely.
- Ensure that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support students with SEND.

- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- The school will review the resources students have access to and adapt learning to account for all students needs by using a range of different formats.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period.
- The SENCO will arrange additional support for students with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

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 likely 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?

Due to the national lockdown, all students will have access to the same high quality education when remote working, as they would in school through live lessons delivered by their class teachers. Teachers will ensure lessons are inclusive for all students and can be adapted to account for the needs of disadvantaged students and students with SEND.

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- In exceptional circumstances, the school may reduce its curriculum offering to enable students to cope with the workload – the headteacher will assess this need, keeping students' best interests in mind, and will not make the decision lightly.
- Teachers will continue to make use of formative assessments throughout the period of remote learning.