St Cecilia's High School Remote Education Provision 2023-24

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Lead SLT: Mr Nelson (Deputy Headteacher)

Lead Teacher: Leah Canavan: (History teacher and T&L lead)

Rationale

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period, but a high proportion of students and teachers are healthy, and able to work as normal from home.

We may also apply this policy in the event of short-term school closures (e.g. as a result of inclement weather, strike action).

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming students are able to complete schoolwork at home.

Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

The Government has issued that for Secondary schools 5 hours of work should be set per day for school closures and pupils isolating.

With regard to any of the above, we would be in clear and constant communication with relevant pupils, parents and/or carers throughout.

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 or two of pupils being sent home?

Remote learning for individual students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work will be set by their subject teachers.

The student's subject teachers will use in the first instance Edulink to make work available to the student. The work will be set with staff naming the work 'work for absent pupils'. If there are any issues with the compilation of work, tutors should liaise the relevant head of year or subject leader (particularly if a classroom teacher is unavailable).

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days.

All staff would be notified by the school office of a pupil being sent home. Work for the next day would be provided on Edulink as per the pupil's timetable. This would not include live lessons from the teacher, but may include live lessons through Oak Academy, BBC bite size and other online resources, such as Ever Learner in PE, My Maths and Educake in Science.

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?

We teach the same curriculum remotely as we do in school including, PSHE, Music, Art and PE.

In the event of an extended school closure, the school will provide continuity of education in the following ways:

Regular direct instruction from subject teachers, with the ability of students to ask questions online (via Edulink and/or Teams).

The setting of work that students complete, written responses (if relevant) completed electronically.

The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.

The primary platforms the school will use to deliver continuity of education are:

Edulink: access to Edulink is via the relevant app or any browser.

Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL:

https://teams.microsoft.com

Access to these platforms is via a student's normal school login details; if students have difficulty with logging in, they should contact the school's IT support, Mr S Clough

remotelearning@st-cecilias.lancs.sch.uk

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 pupils broadly the following number of hours each day:

Key Stage 3 and 4	5 hours of remote learning per day

Accessing remote education

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

All work will be set on Edulink for both asynchronous and synchronous lessons. We adopt a blended approach to remote learning, which has been proven most effective by the EEF (Education Endowment Foundation)

The live lessons will be from Microsoft Teams but set and recorded on Edulink title LIVE LESSON.

Approximately 40-60% of lessons will be live.

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:

The School was fortunate enough to have forty Government laptops allocated during the first lockdown period. These were allocated to Year 10 (current Year 11) pupils and vulnerable pupils who had need of them.

In addition, we were provided with twenty portable Wi-Fi devices for those who had no reliable WIFI connection at home.

These computers were delivered to the homes of pupils by school staff during the period March- April 2020.

After the lockdown most of these computers were returned and used in school to support leaning.

During the January 2021 lockdown we received a further 31 Government computers. These were reissued to those who needed them, and a list was compiled of who else was "IT Poor" and computers issued accordingly.

Demand outstripped supply by the end of the first week of lockdown, so an appeal was made to the local community for donations of laptops and printers. The response was overwhelming with over a dozen (including some brand new and in boxes) being donated to school. These computers were allocated to those pupils who were on a waiting list. The list was ranked according to need, with Year 11 pupils placed first followed by Year 10 and finally to those pupils with no IT access at all.

This list for allocation of IT equipment was drawn up by staff phoning each child in their form groups to assess their level of IT access at home.

Where no contact could be made by phone, home visits were arranged by senior members of staff. We have therefore established the IT needs of every single pupil and have provided a device or devices where needed.

Mr Caulfield also discovered that Vodaphone were giving away free SIM cards with 30 GB of data valid for 90 days. We were successful in getting fifty of these SIMS sent to school and these also have been distributed to needy families.

As a school we are confident that we are in a position to support all of our pupils with IT access and have no need to provide printed materials for any pupils.

Mr Caulfield is the central contact point for parents and pupils with IT concerns. He has submitted a bid for further Government issued laptops. We are aware that several pupils have older devices which are nearing the end of their useful lives, some pupils have reported that their devices are no longer functioning, possibly due to the extensive use they have been put to during school closure periods.

We are confident that we have access to a sufficient number of devices to allow for all of our pupils to have remote IT access with which to do their home learning.

A lack of suitable IT is not an excuse that any St Cecilia's pupil has for not doing their online work.

How will my child be taught remotely?

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

Academic subject areas will arrange for teachers to deliver content in a 'live' manner

 (by audio and/or visual means) and will account to 40-60% of the pupils remote learning.

Microsoft Teams is a platform that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with the details of sessions and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet.

In a live session, there is no need for teachers or students to broadcast audio or video, as the text (conversation) function is adequate.

We would expect roughly 40-60% of remote learning provision to be live lessons.

As well as live lessons via teams we would expect to use:

Asynchronous work set via Edulink

Subject areas will provide work broadly in line with students' timetables through the school's Edulink page. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

- Reading and noting new material from a common subject area textbook or electronic resource

- Working through subject-specific presentations or worksheets provided by the subject area

- Watching a relevant video resource and making notes on it

- Completing a listening exercise (e.g. in languages)

- Written responses to prompt questions, essay plans etc.

- Completion of practice questions or past papers, particularly for those in examination years

- Working through relevant exercises offered by external providers (e.g. Mymaths; BBC Bitesize; Oak Academy; etc)

- Printed paper packs produced by teachers (e.g. workbooks, worksheets)

- Textbooks and reading books pupils have at home

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. For example, BBC bite size, MyMaths, White Rose Maths, Educake, EverLearner

- Long-term project work and/or internet research activities but these are used sparingly.

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?

Formative Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Assessed work will be set using via Edulink, regardless of how students' work is eventually submitted, with clear due dates given to students for completion, thereby helping students to organise their time. Show My Homework also allows students to submit work to the teacher before a task can be signed off. Students and teachers should keep accurate records of all work completed, submitted and assessed.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research

- Using the "Comments" function on online documents on google or Microsoft

- Providing feedback directly in Edulink

- Sending a direct email to a pupil school email address or a parent's e mail address (or SMHW message) to students with specific feedback / targets

- Feedback via another website / piece of software (e.g. MyMaths)

- Expectations for pupils' engagement with remote education

- Expectations of parental support, for example, setting routines to support your child's education

Parent's role

https://st-cecilias.co.uk/wp-content/uploads/2021/09/Parent-Guide-for-Edulink-One-v1a-for-St-Cecilias.pdf

Above is the link to the official Edulink guide for parents. This guide will help you support your child using Edulink.

The following bullet points will help support your child manage the work whilst unable to attend school:

- Ensure your child is up, fed and ready to work at 9.10am which is when their first lesson would start, if possible

- Try to encourage your child to follow the school day as best as possible

- Your child can take photos of their work and email to staff if required

- Staff will ensure the work is set on the day of the lesson.

- Staff are expected to have work set by the start time of each lesson.

- If your child is struggling with the work, they should ask for help from their teacher. They can do this by sending them a message on Edulink. Please remember that they are communicating with a member of staff and not texting their friend. Please ensure all comments made are work related and appropriate.

- Please talk to your child about their schoolwork, having them explain the work will help with their long-term memory and understanding of the work. Please check they have submitted their work at the end of each lesson

- Always encourage high-quality well-presented work

- Contact school via email or phone if you are having trouble accessing Edulink

- Work will be set using Edulink – it may show as homework.

- Work will be scaffolded, if appropriate.

- Each lesson will be of a maximum 60 minutes

- Homework will not be set on top of classwork

- Feedback will be provided online and through submitted work, as well as when your child returns to school

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

- Staff are setting work on Edulink and also setting live lessons via Microsoft teams.

- Teachers are monitoring the submission of work and responding to messages from pupils sent on Edulink during the school day and responding within 24 hours to these messages at the latest. In most cases the responses are within the hour as staff can access Edulink from school and home

- At the end of each week, parents will be contacted by an Edulink message if work has not been submitted.

- If a pupil still does not engage, subject teachers will make a call to parent/carers of the relevant pupils.

- If the lack of submission is subject specific, i.e. they are submitting in some subjects but not in others, the matter will be referred to the relevant Head of Department for a follow up. This follow up will be in the form of a phone call to the parent.

- If the lack of submission is universal, then the matter will be taken up by the relevant head of year who will make the call to parents.

- If after the phone calls no contact can be made with parents; or submission does not improve, a home visit will be carried by a senior member of staff

In summary:

- Step 1- Message on Edulink individually or to group by classroom teacher

- Step 2- Phone call and or email to parents by subject teachers

- Step 3- Refrer to HOY

- Step 4- Home visit by SLT of appropriate

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:

The methods you will use to assess and feedback on pupils' work

- Flipped learning – pupils will encode the required knowledge via e.g. comprehension exercises, cloze exercises, note taking and teachers will then plan low-stakes retrieval exercise including (but not limited to) quick quizzes, true or false exercises, odd one out, brain drains to assess understanding.

- Use of Edulink for written feedback, whole class messages, individual messages.

- Live verbal or written feedback on Teams for answers given.

- Use of cold calling for 'no hands up'.

- Use of Breakout rooms for think pair (trio) share and teacher assessment by 'circling the room' and using questioning.

- Self-assessment for tasks built into lessons. This could be teacher feedback on live lessons/pre-recorded lessons or worksheets with the answers on for low stake quizzes. Green penning to correct misconceptions always completed.

- Metacognitive RAGing exercises and lesson/examination wrappers so that pupils can assess their own knowledge and evaluate their performance.

- Forums set up on Teams so that teachers can assess learning.

- Use of messenger in live lessons (in lieu of whiteboards) – type their answer, 1-2-3 enter, teacher feedback.

- Use of the 'like' function in Teams messenger for a quick assessment of understanding.

- Summative assessment is not favoured at the moment, with emphasis on formative assessment; however it will be already built into the curriculum for some subjects and be a necessity for examination classes. This will employ the use of Class Notebook and the Assignment function in Teams, where pupils can then act on written feedback.

How often pupils will receive feedback on their work:

- Summatively weekly and daily; formatively throughout live lessons.
- Not every piece of work needs to be marked as per our school marking and feedback policy.
- Weekly postcards from Headteacher.

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:

- Those students with EHC Plans will be contacted daily and check in Teams calls provided to ensure adequate provision is on offer and students along with families are happy and secure with the remote learning process.

- Those students who access Specialist Teaching provision within school will be supported via virtual sessions.

- Check in calls will take place with SEND students each week to offer support to those highlighted as having a SEND.

- Students will be encouraged to continue utilising intervention programs remotely and progress monitored.

- Resources and support sources added to our website.

- Printed copies will be offered to those who benefit from it.

- Liaison with external agencies to promote support for students and families.

- Door stop of home checks for those not engaging with calls or communications.

- Support for staff with differentiation of remote learning.

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?

Apart from no live streamed lessons all the work will be the same.

They will follow a full curriculum that is well sequenced and planned.

Variety of pre-recorded videos from teachers and Oak Academy, plus asynchronous work set via SMHW as per their timetable

Teams Online Learning Protocol

Pupils

- Please make sure that your parent/carers know you will be taking part in a live/recorded lesson.

- Please be ready and prepared to attend your teams call 5 minutes before the call begins.

- Your class teams calls will follow your school timetable. Make sure you check your teams calendar each day.

- Attendance to your teams call is mandatory, but if you are unwell you can access your class call content via the class teams chat.

- Assuming that a pupil is healthy and well enough to work, pupils will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting required tasks promptly and to the best of their ability. Pupils will also be expected to read and respond to communication from the school on a regular basis.

- When you enter a 'Team' make sure your camera/microphone are switched off. They may be turned on later.

- Ensure you have a tidy workspace

- Take mini breaks

- Ask for help if needed

- Pupils must not record or screenshot their learning on any device.

- School uniform for pupils is not needed however, attire must be modest and appropriate, for example, something that would be appropriate to wear on a non-school uniform day.

- When taking part in a live streaming session, where you are visible on the screen you must consider your surroundings. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Alternatively, Microsoft Teams has a facility to choose an anonymous background. Pupils should not be in their bedrooms.

- Do not send messages to other pupils via chat link; all members of the team can see messages.

- If you are likely to disturb others, use headphones.

- Be aware of what can be picked up around you on the microphone-siblings, parents, music, T.V etc.

- Pupils should not be eating.

- As you would be in school, please polite and courteous always.

- When the lesson is over make sure you leave the lesson before the teacher when asked.

Parents

- Parents/carers should not interact with teachers during live-streaming sessions, in so much as they would not be able to do this if the teaching was face to face. The live-streaming sessions are for the benefit of pupils and are intended to replace on-site teaching during a time of extended and enforced school closure.

- Parents should provide a secure and safe place for the pupil to access remote learning from the home and be aware of additional changes to the behaviour policy to support

remote learning. Just like in school, parents should support their child to be respectful to all members of the School Community when partaking in online learning.

Staff

- Normal school business wear for staff is not needed however, attire must be modest and appropriate, for example, something that would be appropriate to wear on a non-school uniform day.

- Only use your camera where necessary. You can use the screen mirroring function to talk through your PowerPoint, word document etc.

- When sharing your screen make sure that the only apps running are those needed in the meeting – you don't want to inadvertently display your emails, holiday pics, etc.

- Remind pupils of teams call protocol: "turn your camera and mic off. If you would like to speak use the raise your hand button or the chat function. Please remember that this call is being recorded".

- Always record your call. This can be accessed, if needed, by pupils in your class at a later stage via the teams chat function. A copy of the recording will also be sent to your staff email account.

- Schedule your meetings with your normal timetabled lessons. Your call should end 5 minutes early to allow pupils to get ready for their next call.

- When taking part in a live streaming session, where you are visible on the screen, you must consider your surroundings. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Alternatively, Microsoft Teams has a facility to choose an anonymous background.

- Should any safeguarding concerns arise; these are reported as a matter of urgency to DSL (SH SB PL)

- An attendance record of who attended each live teaching session should be completed. Absences from the 'Team' should be sent to the HOY/CL to follow up on the same day.

- If there are IT related issues while remote working, teachers should contact IT support (SC).

Pastoral Care

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents /guardians. However, form tutors (under the guidance of the AHT and Heads of Year) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to Heads of Year, particularly if there are concerns or a lack of communication. The Government guidance is weekly cheek ins using a variety of methods, e.g. text, phone call, parent mail, team live session etc.   School also endeavoured to undertake online form meetings with groups and year group check ins.

Safeguarding

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that

policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. More advice on safeguarding and pastoral issues is available in the Well Being Behaviour Intent Document. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead;

SH sh@st-cecilias.lancs.sch.uk PL pl@st-cecilias.lancs.sch.uk   SB sb@st-cecilias.lancs.sch.uk

Appendix - remote working, flipped classroom, GDPR and safe working practice

Please note that any remote working methods should adhere to GDPR guidelines. In most cases remote working via shared documents and the tasks function on SMHW will give you plenty of flexibility. However, you must use your school email account for all communications with pupils and parents

It is possible to record meetings through Microsoft teams and this is required, both for possible future reuse and to demonstrate safe working practice if needed. Students can also be prevented from recording the sessions and this function must also be selected.

Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.).

Any attempt by a pupil making one to one contact via teams or any other online platform must be blocked immediately and reported to an above named staff member

Useful websites

www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying/

https://coronavirus.lgfl.net/safeguarding

www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/?utm_source=Thinkuknow&utm_campaign=46e6250b3e-TUK_ONLINE_SAFETY_AT_HOME_07_04_20&utm_medium=email&utm_term=0_0b54505554-46e6250b3e-55160381