

St. Peter's Catholic High School



Remote Education
Information to Parents
January 2021

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.

This information should be read along with the School's Policy on Pupil Remote Education on the website. A Quick Guide to this is also available on our website.

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?

As soon as teachers are made aware that a group of children are isolating, they will provide work for that group following their normal 'in school' timetable (i.e. their 3 lesson day over a 2 week timetable). Initially this work will be provided via 'Edulink' but as soon as possible they will be invited to lessons via Teams in subjects where this is practicable. There may be a slight delay in getting work to pupils on the first day in circumstances where classroom teachers are delivering a full day of physical lessons.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in practical subjects where it is not possible to deliver the same experience at home (e.g. PE, Technology, Drama, Music)

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:

KS3 & 4. Pupils will be expected to undertake schoolwork for approximately 5 hours a day.

They should follow their 'normal' timetable of 3 approximately 100 minute lessons a day over a 2 week cycle.

'Live lessons' will be delivered in the following lesson times:

- Period 1/2 9.30am to 10.55am
- Period 3/4 11.15am to 12.50pm
- Period 5/6 1.45pm to 3.15pm

Accessing remote education

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

Remote education will be provided through a mix of 'Live lessons' delivered via Microsoft Teams and work set via 'Edulink'. We believe that live lessons are very valuable but that it is also good practice for some learning to be more independent and away from 'screen time'. Practical subjects may set some longer projects; but will check in regularly on progress.

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 will issue laptops provided by the DFE according to priority groups (Pupil Premium, SEND)
- We are lending devices to other families where our surveys have shown they cannot access on-line learning.
- Where access to on-line learning is difficult, please contact Mr. Bromelow at school to see how we can help.
- Some families have been provided with data Sims to access on-line learning through smart phones.
- Where this is not possible paper resources can be provided as a last resort.

How will my child be taught remotely?

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

- Live lessons taught via Microsoft Teams (our aim is that at least half of pupil lessons are delivered via Teams)
- Work set via Teams or Edulink
- Work set via Century Tech
- Maths work set via 'Mathswatch' and Heggarty Maths
- English texts used physically at home.
- Extension tasks via the school's 'Revise Now' site.

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?

We understand that remote learning (especially in a lockdown period) is not easy. It is important that everyone (pupils, parents and teachers) do their best to maintain pupils' education but also that we accept that this must be part of a measured and balanced approach including to pupils' mental health.

We expect that pupils attend all live lessons and engage with them, we expect that pupils use their best endeavours to complete any work set and submit it as and when requested by their teachers.

Parents can help by supporting a daily routine including attendance at live lessons and trying to provide a quiet place to study.

Regular contact between home and school should ensure that any difficulties are dealt with promptly. In the first instance the class teacher should be contacted (via 'Edulink').

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

- Teachers delivering live lessons will keep a register of those 'attending' and will notify parents of non-attendance.
- Teachers will notify via 'Edulink' of any tasks that have not been submitted.
- Where a pattern of non-attendance or engagement is emerging class teachers may follow this up via a phone call. This may then be escalated to Curriculum Leaders and Heads of Year. Ultimately it may be necessary to arrange a meeting in school to discuss and try to resolve the issues.

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:

A variety of approaches, depending on the subject and the task will be taken. This will include group feedback, individual feedback on. Key pieces of work and the use of platforms that mark work automatically.

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:

- All pupils with an EHC plan have a 'key worker' in school who will liaise between families and teachers to make sure that work is accessible to pupils who are learning from home and to help families to support the pupil in their work.
- Teachers will differentiate tasks as required to help all pupils to access them.

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?

In general, the approaches set out above will apply to pupils who are self-isolating when the majority of their peers are not. They may find that they are invited to fewer live lessons via Teams as it can be difficult to teach a whole group in the physical classroom effectively when catering for one pupil via Teams. In the first two days they may find that work is set via 'Edulink' and not always at the same time as their lesson. Broadly, however they will cover the same curriculum and be set the same tasks as their peers in school to minimise any loss of learning.