# 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 students at home

A student’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?

We have taken a blended learning approach for our curriculum in the event of students self-isolating or a partial or full closure. This means students will have access to the same learning as their peers from the first day of isolation. They should follow their school timetable for the day where their lessons will be available.

We use Zoom Meetings at St Oscar Romero Catholic School to teach students remotely. This was well-established in the first national lockdown with high levels of engagement from all those being taught live lessons. The national lockdown beginning in January 2021 saw all students following their usual school timetable, taught a live lesson via Zoom or an independent lesson following a loomed video.

### 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?

* Yes. We teach the same curriculum remotely as we do in school wherever possible and appropriate. Our blended learning approach ensures that in the event of a longer period of isolation or closures, the curriculum can be continued, without the need to reshuffle topics. However, we need to make some adaptations in more practical subject areas such as PE, Design Technology, Science and the Arts (Drama, music and art); where resources and appropriate supervision may not be available at home. We will do as many practical activities as possible.

## 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 5 hours each day for both Key Stage 3 and Key Stage 4. In addition, year 11 students will be set one piece of homework per week per subject.

## Accessing remote education

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

All remote learning will be provided through Google Classroom, which students are used to using. All lessons are available on Google Classroom and Edulink by 8am each morning. We encourage students to complete their lessons at the time they would usually have these in the day so that they can get help, ask questions and receive feedback from their teachers and other students within their class who will be online via Google Classroom (through tasks, classroom stream and chat function) and email.

### 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:

Zoom can be accessed via any web-enabled phone, laptop or device. Students can continue to use their exercise books for the completion of their work. They will be able to submit this by taking an image and submitting to the teacher via Google Classroom or they can use Google Docs and upload their work. Where students do not have access to an appropriate device or one is shared between a number of children at home:

* We have a bank of laptops and devices at school to lend to students.
* Students who are struggling to access their learning at home are invited into school to benefit from the technology, Wifi and teacher support available in school.
* Teachers will (pre) record content to enable students to access learning at a time they are able to if sharing a device at home.
* Printed work can be made available for those that need it and can’t for any reason access a device.

### How will my child be taught remotely?

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

Students will be taught directly by their teachers LIVE online using Zoom. This will inevitably lead to students having a significant amount of screen time each day. We are mindful of this and aim to break this up by ensuring:

* Online content is restricted each lesson, with the necessary registration and direct teacher input to a maximum of 40 minutes
* Break times are adhered to and students encouraged to be off-line
* Activities away from the screen where possible
* Communication with parents to encourage time away from screens and social media
* Planned ‘drop down days’ with support for students to engage in other projects such as the Pillars of Possibility

Other remote teaching methods include:

* recorded teaching using Loom
* printed paper packs produced by teachers (e.g. workbooks, worksheets)
* textbooks and reading books students have at home
* commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
* longer-term project work and/or internet research activities

## 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?

**As a school, we expect students who are learning remotely to:**

● Log onto Google Classroom to complete the work set each day by the deadline set

● Follow the timetable for the day. This will enable them to keep up with the learning in the classroom and ask any questions should they need to on their return.

● Contact their tutor/Head of Year if concerned about anything pastorally, including safeguarding

● Be contactable during the school day – although they may not always be in front of a device the entire time

● Seek help if they need it by messaging their teacher via Google Classroom

● Make as much effort as they can to complete work

● Alert teachers if they are not able to complete work for any reason

● Respond to feedback provided, acting on this as required

**We expect parents will support their child(ren) whilst learning remotely by:**

● Making the school aware if their child is unwell or otherwise cannot complete work

● Seeking help from the school if they need it

● Supporting their child(ren) with managing their workload and applying feedback provided to improve their work

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

A register is taken for each lesson. You will be informed if your child is not present or engaging in lessons. If we have no response from home over a period of time we will possibly make a home visit to check on your child’s welfare.

We will continue to hold parents evenings. These offer an important opportunity to meet with your child’s teachers to discuss their wellbeing and academic progress.

### 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:

In the first instance teachers will provide feedback to your children in their lesson, responding to the answers given and questions asked during class.

Teachers will also mark work which is submitted and provide feedback to students using the rubric on Google Classroom in addition to more detailed marking, once per half term per student per subject.

Students acting on the feedback they receive is pivotal in the learning process and this is one of the areas that can make the biggest difference in developing students’ skills, knowledge and understanding. Students can contact their teachers via Google Classroom for help and guidance throughout the day and will receive feedback on their work.

## 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 students, for example some students 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 students in the following ways:

In addition to the online provision described earlier, students with additional special educational needs and disabilities have timetables and learning personalised through the support of our Special Educational Needs Department. Working closely with parents and carers, the Inclusion team ensure that children with SEND have full access to their learning with as much specific help as possible.

Learning support assistants will contact students regularly via a phone call for the students they are key workers for to establish that they are accessing work and have any adapted equipment available. They will also liaise with teaching staff to help support the learning of any student they are supporting remotely to support learning.

64% of students with SEND and 83% of students with EHCP are in school following the normal curriculum where they receive the support from the in-school Teaching Assistant team, 4 students have 1:1 provision with a Teaching Assistant. We have also ensured that all students who require intervention have received it.

In Key Stage 3 English, maths and science zoomed lessons have Teaching Assistant support using the break out rooms function. In the independent lessons in these subjects the teaching assistants run zoom lessons for SEND students.

We also continue to run our speech and language programme. Four students have continued to have weekly specialist support for speech and language via Zoom. Other external agencies that have supported our students during this time are: Educational Psychologist; Physios and occupational therapists.

## 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?

If a student is self-isolating the work provided will still be available on Google Classroom and will be the same as the work being covered in class. Due to teaching classes in school, feedback and teacher response times may be slower and therefore your child may not hear from a teacher until after 3pm or the next day.