



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 if 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 on the first day or two of pupils being sent home?

Google classroom is the platform we use to provide remote learning. Whilst every endeavour will be made to offer live learning immediately, your child may have to access work set by teachers on google classroom in the first couple of days.

Whilst online learning is set up and pupils are working independently on Google Classroom, we are also in touch with all parents/carers about online accessibility and devices available in the home. We continue to collate together, track and update our accessibility spreadsheet.

We have to be flexible with this as we know that circumstances might change in families. We gather the evidence and then send work packs out to pupils with no internet access and/or availability of devices.

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?

The curriculum offer for when bubbles go home is exactly the same as they would receive in school. We teach the same curriculum remotely as we do in school wherever possible and appropriate. For example, if a Teacher is at home isolating themselves then the expectation is for them to attach work on Google Classroom and the pupils to complete this independently.

There has been obvious adaptations to some subject areas with regards to the timing when the curriculum is taught. For example, in some practical subjects where practical elements of the course were meant to be taught this might be changed to theory lessons whilst pupils are at home. But the course content is still the same.

PE lesson may be different and may not necessarily take place however alternative activities will be provided

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:

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| Secondary school-aged pupils not working towards formal qualifications this year | Currently, whether a bubble is sent home or a national lockdown is in place, pupils at St Patrick's Catholic College receive the same hourly learning provision (five hours a day). This might mean that some lessons will be pre recorded learning or tasks set for independent work also. |
| Secondary school-aged pupils working towards formal qualifications this year | 5 hours a day same as above, plus reintroducing enrichment after school for English, Maths & Science initially. |

Accessing remote education

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

All live lessons and remote work are accessed through your child's Google classroom.

- All pupils have been given a trial run of this in school, as well as all members of staff. All pupils are aware of their login details and how they login to access the learning on Google Classroom and attend live lessons.
- Throughout this pandemic, pupils have been regularly reminded of the protocols

with regards to online remote education, in the hope that this practice becomes habitual.

- We continue to use social media to share instruction documents when it comes to using Google Classroom effectively. This includes; logging in, accessing work, returning work to their teacher and how to attend a live lesson. We have also increased the quality of this practice by sharing video recordings of how pupils can complete the above.

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:

Right from the beginning of this pandemic we have shared on social media our COVID enquiries email where parents/carers can contact the school with any concerns related to COVID and issues related to their accessibility to online learning. This has helped us as leaders to categorise what support is needed for pupils. We also check pupils attendance online and therefore can target which pupils need to be contacted to provide extra support for online learning.

Please inform school via the enquiries email or via telephone if your child is unable to access a laptop or tablet or if you are not able to connect to the internet. enquiries@stpatricks.npcat.org.uk, 01642 613327

What to do if you have no internet access or device to work on?

- If possible inform the school prior to any lockdown of any internet access issues
- Make sure your parents inform the school of any internet or device issues if you are put into lockdown (Parents will be sent a letter informing them of this)
- If internet fails during the school day then inform the school as soon as possible

Access to email (forgot email address or password)

- They are given their email address and password at the start of each year and should have this recorded in their planners
- If pupils forget their email address or password they must phone the school (or parent phone and pupil must be present) and ask for the IT department to reset their password

School number: 01642 613327

Email: enquiries@stpatricks.npcat.org.uk

What to do if I share devices at home?

- The school appreciates that some families may have more than one child needing internet and device access.
- Using your mobile phone/xbox may be an alternative in the short term
- Teachers will be flexible in terms of completion dates – please let your teachers know if you are sharing and are accessing the lesson at a later time

- All live learning will be recorded so it can be accessed at a later date by all pupils

How will my child be taught remotely?

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

We use a combination of approaches to deliver remote education to your child

- Pupils receive live learning where it is applicable and appropriate through Google classroom
- Pupils receive some learning delivered via pre recorded lessons and work via the Oak National Academy
- Some pupils require workpacks as an alternative to learning remotely, or as an addition to support your child in their learning
- Independent work can be set to allow for pupils to complete work at their pace, with teachers supporting in google classroom as required.
- Links and clips to websites and educational videos might be included as part of the pupils tasks.
- The use of Tassomai, Hegarty maths and GCSEPod are regularly used within some lessons
- Consolidation day - once a week pupils will receive work through google classroom to allow for time away from the screen, allow for independent research work and preparation for future lessons. Also to allow pupils time to consolidate their learning from previous lessons.

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?

NPCAT Parent responsibilities

- I will ensure that the device that my child is using is safe and avoids disruption to the lesson through unsolicited pop-ups and exposure of any personal data. All notifications on the device will be turned off.
- I will ensure that there are no other persons other than my child in the session. I understand that I must not join the session, unless I have been requested to do so in advance of the meeting, by the person delivering the session.
- I will ensure that the environment that my child is having the lesson is safe and that there is no risk to my child.

- I will ensure that my child has no means of having a conversation with external persons, other than the teacher or other participants in the lesson.
- I will ensure that my child will not be able to have a telephone conversation with another person or have access to social media platforms during the lesson.
- I will ensure my child does not record any part of the lesson.
- I understand that the expectations on my child's conduct are the same as if the lesson was taking place in a school setting and I will ensure that my child acts in accordance with the school behaviour policy and teacher expectations for the virtual lesson.
- Where there is non-compliance or misconduct in a lesson by my child, I understand that my child may be subject to sanctions in accordance with the school behaviour policy.
- I will ensure that my child will be appropriately dressed.
- If I have concerns about any aspect of a lesson, I will contact the school directly to discuss it and not raise issues during the lesson itself.

NPCAT Pupil responsibilities

- I will ensure that my device is safe and avoids disruption to the lesson through unsolicited pop-ups and exposure of any personal data. All notifications on the device will be turned off.
- I will not use mobile phones or social media platforms during the lesson.
- I will not record any part of the live streaming lesson.
- I understand that the expectations on my conduct are the same as if the lesson was taking place in a school setting and I will act at all times in accordance with the teacher expectations during the lesson.
- I will ensure that my conduct is compliant to the teacher's requests at all times and I understand that if I am non-compliant that I may be subject to sanctions as part of the school behaviour policy.
- I will be appropriately dressed.
- If my account is not working, for example, I have a problem accessing the school webmail or I get locked out and no solution can be found, I will not contact the teacher directly, but will contact the school administration office.
- I understand that if I feel unsafe at any time during the lesson, I must report this to the teacher immediately.

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

Attendance is tracked for all pupils involved in live lessons and the usual attendance procedures will apply. You will receive a text message after lesson 1 has begun to alert you if your child is not on a live lesson as there might be reasons for this absence.

Teachers will be providing a variety of instant feedback to your child in the lesson either verbally or written responses.

On a fortnightly basis you will receive an engagement mark for your child in their lessons to communicate any areas of strength and development.

Fortnightly welfare calls are made via pastoral staff to support you as parents and pupils with any further support that might be required. The SEND team also conduct calls to support pupils' learning needs.

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:

Assessment for learning - In the event of prolonged school closure

- Assessments points may need to be reviewed to ensure these can be completed remotely alongside any curriculum re-sequencing
- Assessments will take place such as recall tasks, exit tickets, questioning, completion of work in class and homework etc

Verbal Feedback

- Staff should give an appropriate amount of verbal feedback during live lessons, responding to questions and any misconceptions that pupils may have which might be individual to the pupil but also whole class feedback sheets as needed
- Teachers should when appropriate answer questions from pupils, using the hands up functions, chat functions or unmuting microphones where requested.

Written Feedback

- The use of certain google documents allows for instant written feedback to be given when class are completing written responses at length
- The curriculum is sequenced to identify when meaningful feedback should be given
- Some options such as microsoft forms can give instant feedback on completion
- Work should be uploaded every lesson, either by photograph if the work is completed in

an exercise book, the google documents or work provided from home to be brought into school fortnightly

•Weekly praise through social media and Head of Year forums will be given

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:

For pupils with SEND, their teachers are best-placed to know how the pupil's need can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to school closure or self-isolating. We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

With regards to live lessons;

- Ensure that recall activities and input of learning takes about 15 minutes at the beginning of the lesson. Giving time for pupils to familiarise with the change over of subjects. Recall is becoming more important as it's tapping pupils in to what they can remember remotely from last live lesson
- Timers are used on google meet to support with knowing the amount of time they have to complete a task
- Captions are added to each powerpoint to ensure that verbal instruction from the teacher is also visible in written form
- A huge consideration of cognitive overload, reducing the amount of content on slides presented.
- Giving time for pupils to look at instructions presented, then asking them to focus on listening to the teachers instructions on top of this
- Remote learning toolkit to help with teachers teaching remotely to SEND pupils.
- Create google docs and google slides prior to the lessons so that pupils can edit the document and return back to Teacher more easily. Efficient for all pupils.

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?

We upload all lessons onto google classroom when a bubble is sent home. These lessons correspond to the lessons that are taking place in school. Where possible these lessons will be live.

Pupils being taught from home are expected to return all work completed through google classroom. This is exactly the same expectation as we would have in school when pupils complete work in their books.

In terms of written feedback, we follow our current marking policy which stipulates the minimum amount of written feedback each half term. Therefore, there will be chosen work that is expected to be handed in and marked by the teacher.