

# **Remote Education Provision: Information for Parents 2021**

## **Trinity Catholic High School**



**Updated: September 2021**

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to students and parents or guardians about what to expect from remote education from September 2021 if attendance would be contrary to government guidance or legislation around COVID-19. This includes, for example, where such guidance means that a class, group or a small number of students need to self-isolate. Only students told not to attend school by Public Health England, the Government, our school, or other appropriate body are entitled to immediate remote learning.

Close contacts of Covid positive students are no longer expected to self-isolate, and instead should attend school as normal. In practical terms this policy only applies to those students who have actually tested positive, or in situations where the contingency framework is applied and local directors of public health implement school attendance restrictions.

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

### **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?**

Within 24 hours the school will communicate specific instructions, directly to students and parents or guardians, about remote learning provision in the event of temporary school closure or where individuals or groups of students need to self-isolate, but the rest of the school remains open. Details of the provision is highlighted in the sections below.

## **Will my child be taught broadly the same curriculum as they would if they were in school?**

In a situation that requires students to remain at home, the school has planned capacity to offer immediate remote education, supporting student access to high-quality online and offline resources that are linked to the school's curriculum, and to work with families to deliver a broad and balanced curriculum.

- All remote learning is aligned with the curriculum. We teach the same curriculum remotely as we do in school. Naturally, remote learning will require students and departments to take a different approach to work through the content, but remote learning will ensure the pace of content coverage is as close as possible to in-school teaching, ensuring students do not fall behind.
- All remote learning sessions will be delivered, in the main, as per the school timetable for live lessons. Students must also keep to the schedule for remote learning packages and live lessons so that workload is managed and maintained. Provision will be the equivalent length to the core teaching students would receive in school and will include live direct teaching, and time for students to complete tasks and assignments independently.
- Teachers will deliver a planned and well-sequenced curriculum so that knowledge and skills are built incrementally with clarity about what is intended to be taught and practised in each subject so that students can progress through the school's curriculum.

## 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 be equivalent in length to the core teaching students would receive in school as per below.

<b>Year Groups</b>	<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>
7-13	8:55 - 10:20	10:35 - 11:50	12:35 - 13:50	14.05 - 15:20

Secondary school-aged students not working towards formal qualifications this year	<ul style="list-style-type: none"><li>• Provision will be the equivalent length to the core teaching students would receive in school.</li><li>• This will include live direct teaching time, as well as time for students to complete tasks and assignments independently.</li></ul>
Secondary school-aged students working towards formal qualifications this year	<ul style="list-style-type: none"><li>• Provision will be the equivalent length to the core teaching students would receive in school.</li><li>• This will include live direct teaching time, as well as time for students to complete tasks and assignments independently.</li></ul>

## Accessing remote education

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

All live lessons are carried out using 'Microsoft Teams'. Students are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school. Teams lessons are best when students join them from the Teams app, rather than Teams on a web browser. All live lessons are accessed through the calendar. Students select the 'Calendar Meetings' button on the left side of the app to see their lessons scheduled. Students must find the lesson timetabled and then select join. Teachers make use of calendars, schedulers and reminders so students know when a specific learning activity (e.g. a "live" interactive session) is coming up or when assignments are due. A student-friendly video on how to access lessons, as well as accessing Office 365 and associated apps, can be found on the school website by clicking:

<https://www.tchs.org.uk/curriculum/remote-learning/#yrvQklobFY>

Students have access to online learning platforms. These will in the main be very familiar to our students, particularly in the core subjects. Students across the key stages may use such programs or applications designed for problem-solving or open-ended learning to support their work schedule. Departments will reiterate the use of specific technologies if required directly with students.

#### **For live lessons, students must follow the guidelines given below:**

- Students must have their web cameras turned off at all times.
- Students must have their microphones muted at all times unless they have been asked to speak by the teacher.
- Students must use the 'hands-up' function within Teams if they need to get the teacher's attention.
- Students must ensure that all chat is appropriate and about the lesson taking place.
- Students must not record, or take photos, of any part of the lesson.
- Students must contact the IT department if they are having IT issues.
- Students must watch the recorded version of the lesson if IT issues prevent them from being present for (parts of) the lesson.
- Students should work in a quiet work area within their home (as far as possible) where they can take part in the lesson without being distracted.

## **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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

Ensuring access to technology is key, particularly for disadvantaged students. The Heads of Year and IT department have collated and documented the level of access our students have to devices and connectivity, with plans put in place to facilitate access. Key students have been identified for support. Overcoming barriers to digital access include:

- Distributing school-owned laptops accompanied by a user agreement.
- Securing appropriate internet connectivity solutions where required.

Please contact the IT Department using the email address [itdepartment@tchs.uk.net](mailto:itdepartment@tchs.uk.net) if you have any queries.

Where required the school will provide printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work.

It may also be that some students who have difficulty engaging in remote education may be considered to be vulnerable children and therefore eligible to attend provision in person. This is a decision based on the school's discretion and the needs of the child and their family, as well as a wide range of other factors.

## How will my child be taught remotely?

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

In the event of remote learning support being required the school provides continuity of education ***mainly*** in the following ways:

- Remote learning support in real-time through live lessons (so-called 'synchronous teaching').
- Access to high-quality online and offline resources that are linked to the school's curriculum, including additional technologies that suit specific departments and students, as highlighted on the school's 'Digital Learning Hub'.
- Use of online tools in Microsoft Office 365 Education that will be consistently used across the school to allow interaction and effective assessment and feedback.
- Printed resources, such as textbooks and work packs, for students who do not have suitable online access.
- Support for students to work independently to improve learning outcomes.

## 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?**

The school has systems for checking, daily, whether students are engaging with their work, and will work with families to rapidly identify effective solutions where engagement is a concern. Class subject teachers will know their students best and will be able to determine whether a child is engaging sufficiently. Students must complete all work set and all assessments to the very best of their ability by the deadlines required.

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and as required.

The school will follow up on the absences of students who are expected to attend remote learning. If your child is going to be absent from a remote learning session in Year 7-11, we ask you to contact the school via email at [year7to11absences@tchs.uk.net](mailto:year7to11absences@tchs.uk.net) on the first day of absence by 9am. If you are unable to email, then please phone 020 8504 8946, select Option 1 and leave a voicemail. For Sixth Form, please email [sixthform@tchs.uk.net](mailto:sixthform@tchs.uk.net) or use the ParentMail facility on the first day of absence by 9am. We also ask you to contact us on each subsequent day of non-attendance by 9am. Where your child is absent and no notification has been received, we will contact you on the same day to ascertain the reason for non-attendance. If a student is too ill to engage, they are not expected to, but when self-isolating after their symptoms go, they should be learning remotely.

- Students must be contactable during the school day, although we consider they may not always be in front of a device the entire time.
- Students must seek help if they need it from departments or by contact with their Head of Year.
- Students must alert their class subject teachers if they're not able to complete work.
- Students must check emails regularly and respond to communication from the school.
- Students are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school.



- Students must ensure appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
- Students must ensure, during live lessons, that clothing is appropriate.
- Parents will be provided with the contact details of departments and key staff should they require assistance.
- For technical support/access queries in regards to Office 365 please email: [itdepartment@tchs.uk.net](mailto:itdepartment@tchs.uk.net)

Please do encourage your child to engage with the digital learning hub on the school website. We have compiled some of the best online digital resources to support learning and exploration and subject specific resources used by students within the school. The hub also includes useful study skills instruction videos such as the Cornell Note Taking Method, Independence Skills and Preparing Effective Flashcards, which will further assist the completion of independent work.

<https://www.tchs.org.uk/digital-learning-hub/>

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

Departments monitor engagement through the following key indicators and evidence:

### **Key Indicators**

- How much students are engaging (e.g. Are they logging into live lessons every day? Are they viewing and engaging with resources uploaded? Are students progressing in course assignments?)
- The quality of engagement (e.g. Is the work submitted to the expected standard and all deadlines set?)

### **Gathering Evidence of Engagement**

- Departments will track who has submitted work for set assessments. Departments will monitor records of who has submitted work to the expected standard on time, daily, and as required.
- As the school uses Office 365 Education, departments will use Class Insights on Teams. Insights provides real-time analytics of participant progress and activity within a team.

The school uses the existing behaviour for learning model on SIMS when completing registers for every online lesson.

All class subject teachers operate a one chance rule for completion of assessments/online work. This is one chance for the whole period of remote learning.

In the first instance class subject teachers deal with non-completion of assessments/online work or lack of engagement by informing parents e.g. phone calls and letters/emails home at least weekly.

For immediate continuing problems with engagement, referrals are made to Subject Leaders who will contact home.

Persistent non-completion of online work is referred to Heads of Year/ Director of Sixth Form /Pastoral Deputy who will manage all communication directly with parents / guardians.

## 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 student work is as follows:

When moving to online learning environments the purpose of assessments is at the forefront of provision. Assessments reflect the intent, level of mastery and depth of understanding required to achieve the learning objectives. Students will receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate. The school uses assessment to ensure teaching is responsive to student needs and addresses critical gaps in student knowledge.

- Students are provided with opportunities to revisit and practice what they know to deepen and solidify their understanding.
- Students have opportunities for interactivity, including questioning and reflective discussion for example.
- Departments will provide frequent, clear explanations of new content and high-quality curriculum resources, including providing scaffolded practice and opportunities to apply new knowledge.
- Departments set assignments so that students have meaningful and ambitious work to complete each session.
- Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes and so will in the main not be used.
- The work set is varied, both in terms of fulfilling a 'broad and balanced' curriculum, and in the form and format it takes.
- Peer interactions are built into planning, where possible, as this can provide motivation and improve learning outcomes. Departments will look to provide some opportunities within their plans for peer marking and feedback, sharing good work, or live discussions.
- Class subject teachers are responsible for providing constructive feedback to their students promptly as per school policy. It is the clear expectation that where feedback is not automated, then clear diagnostic feedback will be provided. All teacher assessed work will be marked and returned to students within two weeks of submission.
- As per school policy, clear diagnostic feedback is given to significant pieces of work set at least twice a half term, which may or may not be set within the period of restriction.

## **Additional support for students 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 those 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:

For students with SEND, our teachers are best-placed to know how needs can be most effectively met to ensure students continue to make progress. The school uses its best endeavours to ensure the special educational provision called for by the students' special educational needs remains in place. The school works collaboratively with families, putting in place reasonable adjustments as necessary so that students with SEND can successfully access remote education alongside their peers.

TA support for students with EHCPs is implemented during periods of remote learning. TA's liaise with class subject teachers to ensure that appropriate scaffolding of learning is in place so that where 1:1 support is needed, it is implemented. Support is provided in a number of ways inclusive of live chat support, virtual meetings, telephone conversations and emails. TA's work collaboratively with parents to help support their child with their learning. Additional learning platforms are available on the school website Digital Learning Hub.

## **Remote education for self-isolating students**

Only students who actually test positive for Covid-19 will need to self-isolate this academic year, unless local public health directors implement contingency plans and restrict school attendance. Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will differ from the approach for whole groups. This is due to the challenges of teaching students 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?**

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 and communication with the student will be coordinated by the Subject Leaders with communication with the parents / guardians and departments managed by the student's Head of Year. Work will only be provided to students in this way if there is an agreed absence. If an absence of this sort continues for more than one week, additional work will be provided weekly until the student is able to return to school.

In the event of remote learning support being required for an individual student, the school provides continuity of education mainly in the following ways and through the following routine:

- An individual remote learning letter will be sent home to parents detailing student expectations and further support upon confirmation by the Head of Year.
- Class subject teachers will provide specific instructions directly to students about the work that must be completed, in order that a manageable student workload is maintained.
- Class subject teachers will set assignments that give individual students meaningful and ambitious work during remote learning. Learning activities and instruction will be planned coherently over time, not just an ad hoc selection of activities. The work will be accompanied by clear instructions for students to follow.
- All remote learning will be aligned with the curriculum currently being offered in school, including all available resources (where possible) so that self-isolating individuals do not fall behind their peers.
- In the absence of live teaching, departments will ensure that the student has access to a stream or lesson recording where possible or as a minimum direction to high-quality curriculum resources or videos that provide explanations of new content to support any remote work.
- Teachers will make themselves available via email, or chat (if appropriate) where students can interact with their teacher. Teachers will respond to such queries within 48 hours.