ST MARY'S RC HIGH SCHOOL

Remote Education Provision: Information for Parents & Carers

This information is intended to provide clarity and transparency parents and carers about what to expect from remote education if your child has to remain at home.

This guidance covers provision for remote learning for children who have to remain at home either because of periods of lockdown, individual isolation, a large group of students are required to isolate or their entire cohort (year group bubble) has to remain at home.

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?

In the first week of Spring term 1, all pupils were directed to updated work on the dedicated area of the school's website: **ONLINE LEARNING: PROVISION FOR COVID-RELATED ABSENCE.** From Week 2, all remote provision is exclusively via Microsoft Teams.

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?

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- The full curriculum is represented in our remote learning provision.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in a minority of subjects. For example, in Art and Design subjects where it is not always possible to deliver practical elements.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

- Work set that is of equivalent length to the core teaching pupils would receive in school (based on regular 5 lesson timetables per day, as recommended).

- Our expectation is that students will continue to work in accordance with their school timetable (5 hours per day, including time to apply new learning or complete homework).

Accessing remote education

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

- Pupils will log onto Microsoft Teams through the school website. All pupils have been issued with an individual password and have received training in the use of Microsoft Teams. In the event of any problems, pupils should immediately contact: itsupport@st-maryshigh.hereford.sch.uk

- On Microsoft Teams, pupils will find a Team that has been created for each of their classes. It is through these Teams that the lesson will be delivered, either live or pre-recorded, typically by their class teacher. In some subjects a single teacher may take responsibility for delivering lessons to the entire year group.

- Teachers adapt their pedagogy to suit the unique challenges of remote learning (for example, lessons often vary in length across a week in accordance with how much time pupils require to apply new learning or complete homework).

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:

- St Mary's does have a number of devices that we can offer to pupils on a short-term loan basis. Due to the limited number, devices can only be loaned if there are no other suitable devices in the household that your child can use.

- If a device is needed, then please contact school. You will be asked to sign a loan agreement. Once this is signed and approved, school can give you a device for the period with which your child requires it. All devices that we supply to pupils include e-safety software.

- Pupils can also access printed materials if requested. Please contact the school.

- Pupils can also submit their work to teachers if they do not have online access. Our office staff will contact the relevant teachers on your behalf.

How will my child be taught remotely?

After logging onto Microsoft Teams, pupils will then log into their timetabled lesson. Here, their class teacher will deliver their lesson, either live or pre-recorded. The participants in the lesson will be your child's usual classmates.

Some examples of remote teaching approaches:

- The daily delivery of live lessons, including subjects that require practical skills (for example, Art & Design subjects), amongst others. All live lessons are also recorded to ensure access for all pupils.

- Pre-recorded lessons in various formats (e.g. PowerPoint presentations, use of Microsoft Stream, video or audio recordings made by teachers, links to Oak National Academy lessons…).

- Teachers are available for ongoing dialogue throughout lessons.

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

- Textbooks and reading books that pupils have access to at home.

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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?

- It is important for us to be aware of the learning environment in our pupils' homes, and to work with families to ensure that our pupils will be able to access education at home. We invite contact by using staff email addresses if you have questions or concerns.

- We have systems in place for checking whether pupils are engaging with their work. If a referral is made by a teacher, we will routinely make follow-up contact with home.

- There is ongoing IT support for all pupils via our dedicated email address helpdesk: itsupport@st-maryshigh.hereford.sch.uk

- Teachers and Heads of Year clearly convey expectations for pupils' engagement with remote education. There are clear instructions on all Teams pages in relation to the detail and quality and of work expected. **Please see below (page 5) for expectations during live remote lessons & positive engagement with the learning environment**

- Teachers use the Assignments facility on Microsoft Teams as a means of collecting pupils' work and providing feedback. Where this is not possible, teachers will make alternative arrangements for collecting and returning work.

As a school we also have expectations of parental support, for example;

1. Setting routines and creating a conducive environment to support your child's education.
2. Monitoring the completion of work and communicating with teachers or Heads of Year as necessary.
3. Ensuring attendance of students to registration and all lessons.
4. Ensuring you have communicated with the school if you require provision of a laptop or other technology.

During live lessons, all pupils should:

1. Only log into a Microsoft Teams session from a school email address or through their school account.

2. Treat remote learning the same as classroom learning.

3. Log-in to Microsoft Teams sessions on time – ready for the register to be taken.

4. Treat all lessons / meetings the same as classroom learning: the same behaviour will be expected as in school.

5. Use appropriate language when talking or writing messages on Microsoft Teams.

6. Follow instructions from their teacher to turn on/off their camera or audio.

7. Be aware that you might be seen for all or sections of a remote learning lesson and should be properly dressed and in a suitable location.

8. Be aware of what is visible in the background and that there is nothing inappropriate that might be seen by other participants in the lesson / meeting.

9. Be aware that photographs of individuals (staff or other pupils) are personal data, therefore screenshots of other members of the online learning environment cannot be taken.

10. Not post anything which may be considered to be inappropriate or offensive.

Pupils must engage positively with the learning environment by:

1. Following the lead of the classroom teacher by listening, contributing to activities and purposefully working with peers where directed.

2. Listening actively to others' contributions and for class teacher instruction.

3. Not talking over others.

4. Being respectful of other's views.

5. Being fully equipped for each session with exercise books, planner, pens and pencils to hand.

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

Where whole year groups or classes are attending remote lessons:

- The classroom teacher will take a register of attendees

- If your child has not attended remote lessons, you will be contacted by the school.

- Non-engagement with work will also result in contact being made by the school (for example, if work is not being submitted via the Assignments facility on Microsoft Teams).

Where students are self-isolating:

- Our pastoral team and SENDCO will oversee student attendance and engagement.

- If your child has not attended timetabled remote lessons, you will be contacted by the school.

- Non-engagement with work will also result in contact being made by the school.

Heads of Year also carry out weekly welfare checks

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 may also be used, amongst many others.

Our approach to feeding back on pupil work is as follows:

- Individual teachers and departments will determine the nature and frequency of work set for submission, marking and feedback
- The nature and frequency of work set should mirror typicality when pupils are in school.
- As much as possible, pupils will be given opportunities to work on 'homework' for parts of lessons (often teacher input is no longer than 30 minutes, enabling pupils to then apply new learning through written tasks).

- Class teachers will inform pupils of how to submit their work for marking and feedback: in some cases, this is via email but in the majority of situations it is through the Assignments facility on Microsoft Teams.

- Work should be returned to pupils in a timely manner, largely via Assignments or email.

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 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 pupils in the following ways:

- **If your child has an EHCP:**
    1. their key worker will contact them to explain what support and provision will be available to them.
    2. support may be in the form of remote LSA support, differentiated work, virtual interventions and daily contact with the inclusion department.

- **If your child has special educational needs or a disability, but does not have an EHCP:**
    1. they will have differentiated online tasks.
    2. they can make contact with their key worker for support.

In addition;

- We have regular catch ups with pupils, one to one and via welfare checks on Teams, particularly for those that are most vulnerable.
- There is ongoing support for those vulnerable pupils who are in school, with opportunities for all vulnerable pupils to attend.

Some further advice for parents and carers on supporting your child during remote education

Parents and carers should not feel that they need to set work for their child.

However, the resources below can help you plan your child's days during this period. These resources may also be useful for pupils and students to use alongside the work provided by their school or college.

If you need further support, we encourage you to speak to your child's school or college about their remote education offer.

Engaging children at home

The Education Endowment Fund has produced support resources for parents. These include:

- ways to support your child's reading at home

- advice on how to establish a routine with your child

Mental health and wellbeing

You can read guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) pandemic.

Guidance for the public on the mental health and wellbeing aspects of coronavirus (COVID-19) is also available.

The following organisations offer information and support on mental health and wellbeing:

- Place2Be

- MindEd

- Every Mind Matters

- Public Health England

- Child Bereavement UK and the Childhood Bereavement Network

- Youth Sport Trust and Sport England

- Young Minds

- Think Ninja

- Barnardo's See, Hear, Respond Support Hub

Young people can get free, confidential support at any time from government-backed voluntary and community sector organisations by:

- **texting SHOUT to 85258**

- **calling Childline on 0800 1111**

- **calling the Mix on 0808 808 4994**

Resources for parents of children with SEND

We have worked with a range of other organisations to create extra resources for parents of children with SEND:

- COVID-19 educational resources from The Sensory Projects

- SEND-specific resources for learning from home from Tech Ability

- advice on supporting children with a learning disability or autistic spectrum disorder (ASD) from the Council for Disabled Children

- resources for under 5s from the Early Years Alliance

Curriculum materials are also available:

- specialist content for pupils with SEND from Oak National Academy

- SEND-specific BBC resources and activities

Additional educational resources

Your child's school or college may suggest resources on their website.

The following examples are used by many schools and teachers, but parents may find them useful too:

- Oak National Academy, including their Virtual School Library

- BBC Bitesize Daily

- LendED platform