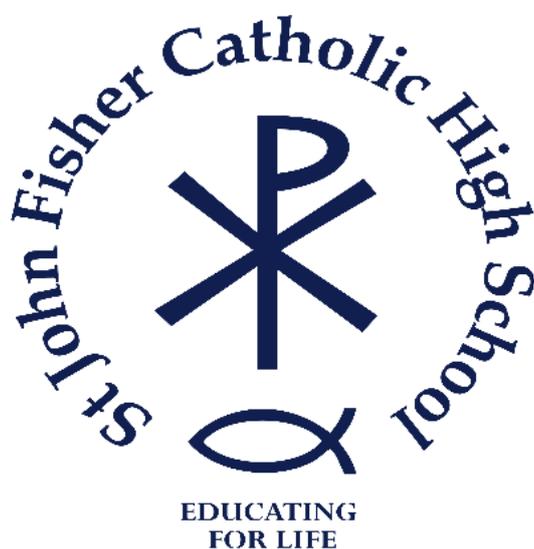


St John Fisher Catholic High School

Remote Education Provision

January 2021



Remote Education Provision

This information is intended to provide clarity and transparency to students and parents/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

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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?

Once a child has been sent home parents can find work in one of two places:

- Interim work can be found here: <http://sjfchs.co.uk/support/covid/>
- Please also check Microsoft Teams as staff members will upload work for the lesson or be broadcasting their lesson live if appropriate once they are made aware of students self-isolating.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. The quality curriculum we teach in school still applies in the remote learning provision and the remote curriculum is aligned to the classroom curriculum wherever possible. Heads of Department continue to deliver a carefully sequenced curriculum that allows students to build their learning over each half term. However, we have needed to make some adaptations in some subjects. For example, some practical subjects will use the remote learning period to teach the theory aspect or they may make use of video content to demonstrate practical aspects to model these for students.

During their learning at home, students should continue to follow their timetable as they would if they were in school. Lessons will be shortened to 50 minutes to allow students time for lesson 'changeover' if they need a short break or to download materials for their next lesson.

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:

Key Stage 3 and 4	5 hours of remote learning per day.
Key Stage 5	Students in A-level classes may be expected to undertake more independent study in addition to their timetabled classes.

Accessing remote education

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

At SJFCHS we are using the Microsoft Teams platform for all work. Students have been enrolled in a class team for each of their subjects and also have a form team.

Teams can be accessed on laptops, tablets, phones and also on an X-Box or Playstation (please see following link to access Teams on an Xbox or Playstation:
<https://www.wired.co.uk/article/xbox-playstation-online-learning-classroom-teams-zoom>)

Students should register for each lesson by accessing their Team for their timetabled period and either:

- Download asynchronous work (learning with students can engage with at their own pace) and comment on the post to say they have received the work to register with their teacher.
- Join the synchronous (live) lesson and register in person.

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:

If you require a laptop, please contact office@sjfchs.org.uk.

We have provided laptops to support students in their remote learning. These have been issued using the following priority system:

1. Students who are 'disadvantaged' i.e. in receipt of Free School Meals (or those in receipt of Free School Meals in the past 6 years) or Looked After or previously Looked After Children.
2. Students who have no access to any digital device in the home except a mobile phone.
3. Families who are sharing limited devices amongst many siblings.

Each of the applications for laptops has been considered on a need basis. School have received 30 laptops from the DfE laptop scheme and have bought/received donations of a further 40 laptops to support remote learning.

Laptops are issued with a contract signed by parents and must be returned to school either at the end of the school closure period or at the end of a self-isolation period.

School are also able to apply for extensions of mobile data or to supply a router to families who are struggling with connectivity. To apply for either of these please contact office@sjfchs.org.uk

How will my child be taught remotely?

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

As stated in the letter to parents, current educational research suggests that a blend of synchronous (live delivery) and asynchronous learning (tasks set for students to complete at own pace) is the best practice. Live learning engages students, makes it easier for them to structure and regulate their learning and most importantly has a significant impact on student well-being. However, we do recognise that this can be quite high pressure for both students and teachers. Asynchronous learning allows students to have more flexibility in how they complete tasks and supports limited home access to digital equipment. Therefore, our provision for remote learning is modelled on this **blended approach**, which is regarded as being most beneficial for students.

As previously stated, the minimum requirement is that work is uploaded on Teams before the start of each lesson. This work may take the format of:

- A powerpoint or narrated powerpoint that allows students to progress at their own rate of learning through a lesson
- Worksheets or tasks for students to complete
- Recorded lessons – either recorded by the teacher or other education professionals such as the Oak Academy
- Links to subject specific websites such as Hegarty Maths

Asynchronous work will be detailed and clearly explained to allow students to progress.

In addition to asynchronous work we are also encouraging teachers to deliver:

- a minimum of one live lesson per subject per week for Years 7-9*
- live teaching for 50% of the timetable for Years 10 & 11
- live lessons for the majority of the timetable for Years 12 & 13

* Where a student only has one timetabled lesson per week, the expectation will be that they receive one live lesson every two weeks.

Some members of staff will be able to deliver a higher ratio of Live Lessons but all staff have been trained in the practice of blended learning and are up to date with the DfE requirements and best practice in remote provision.

Parents may find this Ofsted publication useful. This was published on 11th January so is the most up to date guidance on what is working well in remote education.

What's working well in remote education - GOV.UK (www.gov.uk)

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect that students will engage with online learning by following their normal timetable through remote learning.

Learning expectations have been shared with parents:

- have my lesson/tutorial in an environment that is quiet, safe and free from distractions but preferably in a common area of my house (whenever possible this **should not** be my bedroom)
- be on time and mute my microphone when joining the lesson
- have a neutral background (If your teacher has allowed you to use video)
- be dressed appropriately for learning as I would be at school (no pyjamas or clothes with inappropriate slogans – school uniform is not expected)
- remain attentive during sessions without distractions
- only use the chat function of the platform if asked to do so by my teacher/ tutor
- follow the instructions of my teachers/ tutors during these live sessions
- interact patiently and respectfully with my teachers and peers
- make sure I end the session as soon as the teacher indicates to do so

Parents can help to support their child's learning by:

- Helping your child organise their time and maintain a routine
- Supporting your child's mental health wellbeing

Full DfE guidance can be found at:

[Supporting your children's education during coronavirus \(COVID-19\) - GOV.UK](https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19)
(www.gov.uk)

The following websites will provide you with advice about supporting your child's wellbeing:

youngminds.org.uk
happymaps.co.uk
healios.org.uk
annafreud.org
calmharm.co.uk
headspace.com
kooth.com

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

Students' engagement will be monitored daily by staff. The key method that we will monitor engagement is from student participation in live lessons and the submission of the SPW (significant pieces of work). Clearly, there are challenges in a remote lesson that we would not experience in face-to-face learning. In a classroom, teachers are able to monitor student engagement through live marking or work, verbal contributions and active listening. Remote learning makes monitoring engagement more of a challenge. We have suggested the following to staff:

- *Encouraging students to use the 'raise hand' facility to answer questions or to do a thumbs up/ thumbs down progress check;*
- *Allowing students who do not have a mic or who are conducting remote learning in a room with others to use the chat facility to answer questions;*
- *Encouraging students to take photos of their work (particularly if this isn't a live lesson) and posting it on the lesson post;*
- *Setting low stakes quizzing for students at the end of the lesson to check learning;*
- *Using the 'whiteboard' function to allow students to contribute;*
- *Allowing students to present their own work in a live lesson where appropriate;*
- *Setting an assignment on Teams for the SPW (Significant Piece of Work - please see Assessment section below)*

Staff will continue to issue positive points for engagement on MCAS. Staff can also use the praise function in Teams to send individual students praise (this would replace student praise postcards). Where students are not engaging, or where they do not meet expectations, staff will record the behaviour using the codes below:

Discrimination -5

Generic Serious -5

Inappropriate Language -5

Persistent Generic Minor - 3

Disruption to learning -3

Refusal to Follow Instructions -5

Rude to staff -5

EC engagement concerns -0

Heads of Year monitor these codes on a weekly basis and will phone parents where serious incidents have occurred. If students have had to be removed from a lesson due to persistent disruption the Head of Department will contact parents. Where students are persistently not appearing to engage, the Form Tutor will contact the parents in the first instance, with the Head of Year contacting parents if this continues.

In the Sixth Form, Year 12 and 13 attendance of remote lessons will be communicated to the Attendance Officer who will make contact with parents. Concerns regarding engagement will be communicated to Senior Tutors who will contact home to discover if there are barriers to engagement and remind students of expectations.

We understand that some students are still accessing work in difficult circumstances and may be unable to engage immediately with lessons. If you would like to contact school to resolve any difficulties, please email office@sjfchs.org.uk and mark you email for the attention of the Head of Year for your child's year group.

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 students. 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:

Assessment

In line with the DfE guidance, we would still expect students in both KS3 and KS4 to be completing the same number of SPW (Significant Piece of Work) as set out in the assessment calendar. The exception to this may be Year 11 students as we are still awaiting clarification from the DfE as to the expectations for submission of CAGs. However, Heads of Department will be ensuring that Year 11 do at least one SPW during the remote learning period, although this may deviate from the planned assessment in class to ensure more parity across the cohort. Students in year 11 will receive a numeric mark for their summative assessments. Students in years 7-10 will receive a grade.

Most departments will most likely use the 'assignments' function in Teams to set the SPW as this enables teachers to monitor which students have submitted work and also mark and return the work electronically. This also gives the opportunity for students to easily complete DIRT (Directed Reflection Time) tasks following assessments.

In Year 12, students will complete the in-class assessments as planned but remotely via Teams. In Year 13, students will complete at least one assessment per subject during this half term. For Year 12 and 13, students will receive a numeric mark for their summative assessments.

Feedback

Students will be receiving formal written feedback on their SPW with the same frequency that they would if they were in school (as above). This will consist of the 'what went well' and 'even better if' feedback.

The DfE also encourages that schools are "*enabling pupils to receive timely and frequent feedback on how to progress using digitally-facilitated or whole-class feedback where appropriate*". Please remember that not all feedback is formal and written and staff will still utilise the other forms of feedback that we know are so important for students. Therefore feedback may also look like:

- *Students completing peer assessment in breakout rooms verbally*
- *Students completing peer assessment in pairs by messaging each other with work and writing a WWW and EBI on these.*
- *Students sharing their answers verbally in a live lesson with teacher verbal feedback*
- *Students completing a self-assessment on a piece of work*
- *Teachers doing a Learn Now! task and then adapting their lesson to address any student misconceptions*
- *Students completing a quiz at the end of the lesson on Microsoft Forms which the teacher can use to provide whole class verbal feedback in the next lesson*
- *Students sharing their work during a live lesson and the rest of the group providing feedback*
- *Students taking a picture of their work and messaging their teacher on Teams*
- *Teachers providing praise via a sticker on the 'Praise' option when sending a message*
- *Use of online quizzes such as Kahoot.*

Parents' Evenings will take place remotely. Year 12 Parents' Evening will take place via Teams and lower school Parents' Evening, including Options Evening, will take place remotely. Sixth Form reports will be issued to Year 13 before February half term and Year 12 after February half term. Reports for lower school will follow the existing assessment schedule. Although these may be reviewed in response to DfE guidance.

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 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:

The SEND department will continue to support children with additional needs by:

- Taking a student-centered approach
- Replicating school as much as possible
- Using support staff as they would in school
- Offering additional support to parents of children with SEND.

In addition, all students on the SEN register are contacted at least once per week via Teams chat by a member of the Learning Support Team. This is an informal check-in to give the student the opportunity to mention any issues at home or with work. Teaching Assistants will pass any issues on to the relevant people (Subject Teachers/Head of Year/Mentors) where appropriate.

You can find the full details of how we are supporting SEND students via this link to the school website:

<https://sjfchs.org.uk/wp-content/uploads/2021/01/Supporting-SEND-Students-working-remotely.pdf>