

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 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?

- Pupils are expected to follow their 'normal' school timetable and access lessons 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?

- We teach the same curriculum remotely as we do in school. However, we have adapted our lesson in practical subjects to reduce the need for practical participation that might require specialist equipment. This includes:
 - Music
 - Food Technology
 - Resistant Materials
 - Textiles

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	At St. Peter's the students receive 5 one-hour lessons each day. They will receive the same number of lessons each day when they are learning remotely. When a student signs-in to Frog/Teams, they will receive the same number lessons stated on their timetable for that day. However, they can complete them in the order they wish. Where students have a double lesson, it may appear only once on the students' dashboard. Lessons are designed to be competed in one hour.
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Accessing remote education

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

- Microsoft Teams
- MathsWatch
- Languagenut
- GCSEPod
- GCSE Bitesize
- Oak National Academy
- Seneca

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:

- Members of the Leadership Team together with each HoY have contacted parents via letter and SMS to ascertain which students require a laptop. When a parent/carer has informed the school of their requirements, it has been logged on an internal spreadsheet. The parent is then contacted via SMS or telephone to arrange for collection.
- The school has placed an order for 4G wireless routers, which will be disseminated after the February half-term.
- The school has provided a learners' support pack which has been offered to all students. Information on how to collect the support pack was issued on the school website.
- Pupils that do not have internet access have been accommodated in school.
- Any enquiries on remote learning should be sent to:
remotelearning@stpetershigh.com

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- Live assemblies (Microsoft Teams)
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers using PowerPoint, some live lesson in mathematics)
- Printed paper packs produced by teachers (Mostly GCSE English)
- Revision guides and reading books pupils have 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?

- We would expect all students to engage with their normal school timetable aiming to complete work to the best of their ability
- We would expect parents/carers to support their children in accessing remote education from 9:00am to 3:00pm.

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

- When students hand in their work using Teams it appears on the teacher's dashboard where they can monitor the quality and the effort that has gone into a piece of work. Each week a teacher completes an internal tracking sheet for each teaching group to indicate the quality of the work. It is based on a 4-point scale:
 - 1- student has not opened the assignment
 - 2- student has opened the assignment, but not uploaded it/handed it in
 - 3- student has completed the work to a reasonable standard
 - 4- student has completed the work to good standard
- If the student receives more than three grades 1 or 2 in a week the student's name is flagged in red.
- Students that are highlighted in red will receive an SMS message or a phone-call from the relevant Assistant Headteacher/HoY/Form tutor each week.

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:

- Students receive feedback on key pieces of work in line with the school assessment and feedback policy. Teams allows colleagues to provide students with:
 - immediate feedback via a messaging tool – group/private
 - www/ebi for appropriate pieces of work
 - teacher audio message providing feedback on the piece of work.
 - set self-marking quizzes using Teams, mathswatch, Seneca Learning, GCSEPod etc.

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:

In this section, please set out briefly:

- Where appropriate/necessary SEND students have been accommodated in school
- Lessons should provide clear instructions and guidance on what students are to complete and what requires uploading. Teachers should use voice over PowerPoints or instructional videos to signpost and support learners especially SEND students. Where necessary the Inclusion Faculty will liaise with any families who need further support.

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?

Students that are self-isolating are recorded on our SIMS register. This prompt allows teaching staff to set lessons on Frog/Microsoft Teams as they would in a full lock-down.