

## Appendix A

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

This information is intended to provide clarity and transparency for Students and Parents or Carers about what to expect from remote education at St Philip Howard Catholic Voluntary Academy where national or local restrictions require entire cohorts (or bubbles) to remain at home. It is to be read in conjunction with the Academy's Remote Education Policy.

Information about what to expect where individual pupils are self-isolating, is also included in this document.

#### **The remote curriculum key questions:**

##### **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 whilst we take all necessary actions to prepare for a longer period of remote teaching. However, Students will be provided work- either in its physical form or on the VLE as required.

##### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

- Students will be set work on the VLE for all lessons they may have over the next few days/ the full length of time they may be learning remotely (depending upon whether this date is known).
- Students may be set courses on Century for Core Subjects (Maths, English and Science) and this will automatically be marked and feedback provided on the platform.
- ALL Students should have computer and internet access since this is provided by the school if Students do not have this at home and, therefore, all should be able to work remotely.

##### **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 planned curriculum remotely as we do in school. This means that Students will receive Classwork and Homework in line with their usual curriculum hours when in school. In the first instance, this would be work set on the VLE for Periods 1-5 and including Homework in line with the amount of curriculum time.
- Following this, Students would follow their usual in school timetable for Periods 1-3 and take part in additional Period 4 sessions for Core PE and other subjects which are not covered during the P1-3 timeframe to ensure that Students still have a broad and balanced curriculum.

## Remote teaching and study time each day

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

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|--------------------|--|
| <b>Key Stage 3</b> | 5 hours remote learning. (Minimum of three hours of Live Lessons and 2 hours of independent working completing tasks explained and set in Live Lessons or for Homework). |
| <b>Key Stage 4</b> | 5 hours remote learning. (3 hours of Live Lessons and 2 hours of independent working completing tasks explained and set in Live Lessons or for Homework).                |

## Accessing remote education

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

Students will access work and communicate with their teachers through the school's VLE using the messaging feature. They will also access Live Lessons on the VLE through MLTV for their specific classes and, when they have Year group or Enrichment activities, these will be in the Learning Spaces. Students have a school email through Office which they can communicate with teachers and check understanding, as well as for access to Office for Word, PowerPoint etc if they need these.

### 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:

- *We will issue or lend laptops or tablets to any pupil who does not have computer access at home.*
- *We issue or lend devices that enable an internet connection (for example dongles and can increase mobile data where necessary).*
- *It is not necessary to print materials as documents are editable on the VLE platform.*
- *However, if pupils require hard copies of resources or text books, they can request these here: [info@sph.academy](mailto:info@sph.academy) and they will be sent via post.*
- *If Students need additional reading books or set texts, Parents or Students can contact Miss Cox directly at [kcox@sph.academy](mailto:kcox@sph.academy) and a range of appropriately levelled books, based upon the Students' interests, will be provided.*
- *Students can submit work to their teachers on the VLE by saving in their own Student Folder for that Subject or by attaching to the Homework set by their teacher.*

*If Parents require support with any ICT equipment, please contact Mr Kays (Deputy Head-teacher) directly: [mkays@sph.academy](mailto:mkays@sph.academy)*

For support with access to online learning please contact the school on: 01457853611. Alternatively, you can contact the Head of Department of a subject using emails listed on the website or by contacting Miss Cox (Assistant Head-teacher responsible for Teaching and Learning) or Mr Kays (Deputy Head-teacher responsible for the Curriculum).

## **How will my child be taught remotely?**

All Students can access remote learning provision for all 5 hours of the school day.

- Each year group follows their usual timetable in school Periods 1-3 and attend Live Lessons through MLTV. (This will be under the class name for that subject).
- Lesson times are as follows: Period 1- 9.00-10.00, Period 2- 10.15-11.15 and Period 3- 11.30-12.30.
- All Students can then access Core PE sessions twice a week (on a Monday and Friday Period 4. This will take place under the PE Learning Space).
- Additional lessons may also take place Period 4 – those which may not be covered in the morning lessons so that Students can access the full breadth of the curriculum.
- Additional sessions based on Core basic skills (Literacy, Numeracy and Science) are provided for Years 7, 8 and 9. (These will also take place during Periods 4 or 5).
- Period 4 is 1.15-2.15 and Period 5 is 2.30-3.15.
- Where Students don't have a Live Lesson in the afternoon, they will complete work independently as set on the VLE/ following a Live Lesson.
- Homework or extension work may be set on Century for Maths, English or Science. (These booster sessions will only be 30 minutes).
- Other platforms such as Oak Academy, Seneca or My Maths may also supplement learning/ Homework.
- Intervention or in class support will also be provided for Students should they need it.

## **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 expect all Students (whether in school or working remotely) to access their Live Lessons during Periods 1-3 with their specialist subject teachers. It is important that Students get up as usual and begin the school day at the usual time so that they still have a healthy routine. This also means that Students should have a lunch break at 12.30-1.15.
- Parents must ensure that Students are attending Live Lessons, engaging with the learning and completing the work set.
- Once Students have completed a piece of work in a Live Lesson, it should be uploaded. Students should also complete the other pieces of work set on the VLE by the deadline and attach it to the task so that the class teacher can mark.
- Parents should support their child by ensuring they have a quiet place to work, can access Live Lessons and take the necessary breaks in between lessons and at lunch to maintain focus. It is important to check on your child's well-being and, if you have any concerns, inform your child's Head of Year.

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

- Registers will be taken by class teachers in every lesson. If a Student has not been attending his/ her Live Lessons, the Class Teacher will then send an email to Parents informing them of this. If a Student fails to attend further lessons, they will telephone home to discuss this with you, along with any possible issues. If a Student continues to miss Live Lessons, the Head of Department will be in touch and explain the seriousness/ consequences for this. If a Student is not attending any Live Lessons, the Head of Year will be in touch to discuss serious concerns around the Students' vulnerability since they may be classed as missing from education.
- It is imperative that your son/ daughter uploads/ submits all pieces of work completed so that we have a record of the Student's progress over time.
- We will celebrate Students' successes fortnightly on social media and then in a more detailed SPH Celebration Newsletter. This will outline the 'Live Lesson Legends' and the 'Lead Learners' completing the most/ best work on the VLE.
- If we have concerns regarding work, again, please expect communication from class teachers. Nonetheless, if you wish to contact a member of Staff, please feel free to do so using the usual format: first initial, surname followed by @sph.academy. (E.G: [kcox@sph.academy](mailto:kcox@sph.academy) . A list of Heads of Department and Heads of Year email addresses can be found on the website). Alternatively, if you have any concerns about your Students' remote learning, you can contact Miss Cox ([kcox@sph.academy](mailto:kcox@sph.academy)) or Mr Kays ([mkays@sph.academy](mailto:mkays@sph.academy) ).

### **How will you assess my child's work and progress?**

Feedback can take many forms and will not always mean extensive written comments for individual children. For example: self-assessment, peer assessment within a Live Lesson, whole-class feedback, verbal feedback, polls or quizzes, as well as courses marked automatically on the platform Century. These, amongst many others, are also valid and effective methods. Our approach to providing written feedback on pupil work is as follows:

- Feedback will be regular and depend upon the subject's curriculum time.
- Class teachers will provide feedback on the VLE. This may be on a piece of set 'Homework' or when the Student adds Class work to their personal folder under the name of their class. (E.G: A Student may be in 11aEn2. If they click 'Files' for this class and find their name, they can then 'upload' a file from their computer for the teacher to mark or use the 'clipboard' to copy and paste from their VLE files). Feedback on Class work may be a simple comment/ percentage using the traffic light system since this has been scaffolded by the teacher.
- When providing written feedback, the traffic light system will give a percentage judgement that the Class Teacher feels demonstrates the Students' efforts.
- In this, the Student may receive a comment praising them or a comment to remind them to act upon something.

- There will also be times when the teacher will provide more detailed feedback using WWW (What went well) and EBI (Even better if...) to explain to the Student what steps they need to take next. Students can then add and improve the piece of work based upon this.
- Longer assessed pieces of work will also include a mark or grade.

## **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:

- Those considered the most vulnerable will attend school and access Live Lessons with Teaching Staff or Teaching Assistants who can support Students with their Live Lessons in the morning and work collaboratively on enrichment sessions for well-being with Students in the afternoon.
- Some Students will focus on a reduced curriculum of Live Lessons supplemented with differentiated and personalised work. This is to help Students with cognitive load and enable them to process knowledge in their own time.
- In Live Lessons, personal chats within lessons mean that the teacher can contact a Student separately to explain something, rather than in front of the whole class.
- Breakout rooms can also be set up by the Class Teacher to enable Students to work collaboratively with peers they feel comfortable working with. (This will give them the opportunity to use their microphones to discuss, rather than typing in the chat).
- Breakout rooms may also be led by a Teaching Assistant who is able break down key parts of the lesson and explain in a more simplified way/ at a slower pace.
- Question and Answer sessions with Key Workers/ TAs will also provide students support with work/ opportunities to discuss their learning. Key workers will contact parents of the children they are responsible for regularly.
- Students may also be provided with targeted app based learning/ online materials that they can study and revisit at their own pace or pause and listen to a number of times. (E.G: Century/ Oak Academy).
- Some Students may be extracted from usual lessons and receive Literacy intervention.
- Finally, in some cases, it may be beneficial for a Student to access speech recognition or optical recognition tools that will enable a Student to verbally express their ideas and the computer will type these or read a text aloud for a Student to hear.

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

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education provided may differ from the approach for whole groups.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Students will receive work and resources set work on the VLE. They may be provided with courses for Core Subjects set on Century and be set lessons to watch and complete on Oak Academy. The materials selected and tasks set for completion will be focused and in line with the school's usual curriculum and, therefore, means that Students must engage with this work to continue to progress at the pace expected. Work set will be meaningful and continue the topics taught in school and feedback will either be immediate (if on Century) or within the marking cycle, on the VLE.