Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/careers 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?

Students will all be using the Google Classroom platform and work will be uploaded by class teachers. Students will be able to follow their current timetable and will access work in the form of PowerPoints with voice overs. This is to facilitate students who at present may have to share a device, and this ensures that no learning is lost and students can work at their own pace.

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. However, we have needed to make some adaptations in some subjects. For example, as outlined in the Parent/Carer guidance document some practical subjects have revised the order of their curriculum to ensure that students can fully access the curriculum. This would involve for example, changing the order of units in ICT where specialist software is unavailable to students or in Technology where students would be engaged in a practical activity that involves specialist equipment.

See details in the Guidance Document

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, 4 and 5	Work has been set for every lesson during the school day so students will receive between 5 – 6 hours work a day. (This includes students who have opted for Triple Science or Sixth form with period 6 lessons) Lessons should take at least 50 minutes. This is shorter than the 60 minute lesson but is designed to give students time to transition between lessons and take time away from the screen. Students are encouraged to stop working once they have spent 50 minutes on their work, even if this means some tasks remain incomplete in that lesson.

Accessing remote education

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

The school is using Google Classroom and all students are able to follow their timetabled provision via this platform.

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:

- The school will lend students a laptop to ensure that each child has access to their own personal device during lockdown. If your child does not have a laptop then please contact finance@st-maryshigh.herts.sch.uk

- The school will endeavour to support parent/carers of students who need access to wifi. If this applies to you please contact finance@st-maryshigh.herts.sch.uk

- In the interim when students are waiting to receive their laptop, the school will send copies of resources to facilitate learning. Please contact the school and this provision will be sent with immediacy.

- Where a student does not have access to the internet and cannot send work remotely, parent/carers must contact their child's year lead and provision will be made to ensure work is received and feedback is given.

How will my child be taught remotely?

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

- Voice-recorded power points with learning tasks are set every lesson. Worksheets and accompanying resources are all available to students.

- Complimentary learning resources are available to students to facilitate revision and consolidate learning, such as: Heggarty maths, Seneca learning, Bedrock Vocabulary, Educake and GCSEPod

- Printed paper packs produced by teachers and personalised resources produced by the Student Centre are available for students who have yet to access a laptop

- Textbooks and reading books are available to students who require additional resources – please complete the resources questionnaire that is sent out regularly

- Commercially available websites such as BBC Bitesize and the National Oak Academy are endorsed by teachers where they support the curriculum intent of that subject. Staff will also direct students to specialist sites such as Spartacist Educational to support the teaching of specific subjects/topics. From these sites, students can access appropriate and educational video clips which will be used to supplement the lesson but their use is not compulsory.

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 to attend virtual lessons as they would if they were in school.

Where they cannot, due to illness or other circumstances, we ask you to contact the school so we can personalise the provision and inform staff of this.

To support, we ask that parent/carers ensure that students:

- Wake up ready to learn for the first period at 8.20am

- As far as possible, have working space with a pen and paper to hand

- Take suitable breaks as per the child's timetable

- Contact school if you have any concerns or worries about your child's learning

- Register into every lesson through the Attendance question

- Engage at least 50 minutes work and where they may struggle encourage resourcefulness. This might include personal messaging the teacher, rewinding the PPT to listen to the explanation again, accessing the BBC Bitesize resources or Oak National Academy resources to view the information in a different format.

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

- Students are asked to complete a register each lesson; which is set in the form of a question.

- Google Classroom records the engagement and attendance of students. If a child has not engaged through the attendance question or the submission of work (if asked for by the teacher) you will be informed of this through a text message from the school.

- Year Leaders will contact parent/carers where there are concerns regarding the regularity of engagement and prolonged unexplained absence.

- Subject staff will contact parent/carers if there is a concern about the quality and submission of work.

- Remote parent/carer consultation evenings and school reports are still calendared and will take place providing opportunities for feedback on students' engagement and progress.

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:

Staff will be available during the virtual lesson to give feedback to students should they have a concern or question. Lessons are planned to take 50 minutes maximum which gives students 10 minutes to complete a knowledge quiz or download the work that staff request.

Staff will not mark all set work over the Lockdown and they will ask students to complete knowledge quizzes to ascertain learning and progress and ask students to downloaded specific work that they will assess in a 2-3 week period as they will be focused on giving specific and meaningful feedback on key pieces of work as the term progresses.

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Our approach on giving feedback on learning is as follows:

- To comment on effort and attitude
- To record low stake quiz marks via Google Classroom
- A summative mark linked the mark scheme of Level 2 or 3 subjects
- Individual comments on students learning

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:

- Staff will plan lessons in accordance with their data and knowledge of a class / child. Work will be differentiated and students may be asked to start the lesson at different start points.

- We have a team of LSA's who are available to support with the differentiation of work and they are creating, collating and sending home resources for students who may have been taught via an alternative curriculum.

- We recognise that some students with 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 parent/carers to support these students and will offer places in school for those that have an EHCP.

- Please contact Laurel Lee (SENCO): laurel.lee@stmaryshigh.herts.sch.uk if you wish to discuss any specific concern.

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?

In the event an individual child is self-isolating, Classwork will be set on Google Classroom; this will include a description of the task, a PowerPoint and lesson resources. The student can Personal Message the teacher but the teacher may not be able to respond in the lesson as they are teaching but will message at the earliest convenience. The students' Student Manager will liaise with the family to ensure that the student is receiving work and is well.

When a class is self-isolating, the teacher will provide a voice-recorded PowerPoint and resources on Google Classroom and will conduct the lesson in the same way as during lockdown.