

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?

Depending on the situation, on the first day of closure, work will be available on Teams from period 2 onwards. For example, in a recent gas leak that caused closure, staff needed time to prepare materials during period 1 to get it out to students.

From the second day of closure, work will be available from period 1 onwards.

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 (e.g. PE have remote challenges and other practical subjects may have to adapt. We have provided an extra-curricular booklet if students wish to explore learning outside of school beyond the work set).

Depending on the length of closure, there would be a move towards setting 'live' lessons, where staff would be there for the first part of the lesson and would then set students work to do. The member of staff would be available during that lesson to answer any queries the students might have. Students should use the Teams chat facility to communicate with staff.

Work set would be produced by Oaklands staff, but staff would also utilise materials on platforms such as BBC GCSE Bitesize and the Oak National Academy.

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 (and 5)	In the vast majority of subjects, there will be a live input initially for both KS3, 4 and 5, <i>provided that the closure is for a prolonged period of time – if only a day or two, work would be set on Teams for the students to work on, with no ‘live’ input.</i> Once this has been completed and the main content of the lesson has been discussed, students will work independently. <i>However, this is the minimum requirement – many subjects will stay online for longer.</i> Also, some may start the lesson and give the students some tasks to do and come back on to the call towards the end of the lesson. As time has progressed, we have used break out rooms to allow students to do group work together too.
---------------------------	--

Accessing remote education

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

The main software we use is Microsoft Teams. However, once the students have accessed the work there, some departments will direct students to other platforms such as Seneca etc.

Update – September 21. We now use Class Charts for setting homework across KS3 and 4. However, Teams is still there if staff want to use the functionality of that – in fact, most KS4 and 5 work will be on there. In fact, Teams will be the platform used on event of school closure.

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:

Mrs Whyte, Assistant Headteacher, has been in charge of allocating DfE laptops – s.whyte@oaklandscatholicschool.org . Parents should contact her if they have any questions about securing a device. Tutors have given feedback to Heads of Year if there are known issues about access, so Mrs Whyte has dealt with access issues without the need for parental contact.

We provided on-site provision during Covid (key worker provision) if the interventions discussed above do not work – parents can contact the school should they wish their child to access this provision (where we will have computer rooms/ laptops to access the remote learning resources). The reason/duration of closure will determine whether this facility will be provided – the Headteacher will communicate with parents the plans.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons) – requirement that every lesson, where possible, should have live input if the closure of the school is going to be for longer than two days.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

In addition to the scheduled live sessions, parents or pupils are welcome to make use of the chat function on MS Teams if you have a question or query about the learning. Teachers will then respond to these questions when they are able to. Questions posed during school hours will be responded to on the same day. Any comments or questions asked after 3:30pm will be responded to by the end of the following school day. We would ask that children do not use the 'call' function as teachers will not be in a position to answer these if they are teaching. Teachers may use the outgoing call facility to respond to a chat function query.

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?

- If the closure is for longer than two days, students should be present at the start of each lesson to 'check in' and understand the tasks. All students should engage with remote education.
- We would ask that parents support their child to ensure that they (students) are present during normal school hours to access the live lesson content. We want parents to encourage routine (getting up and being present for tutor time in the morning). Parents should monitor the feedback that students receive on Teams.

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

- Staff will keep a record of student attendance to the 'live' lessons. Teams allows staff to see whether they have read the task too, so this provided instant feedback in terms of whether children are engaging.
- Staff will input data to the school system to assess levels of engagement. If there are any issues, this will be followed up by class teachers, tutors and Heads of Year. Mrs Whyte will be informed if there is a pattern, so that she can ascertain if a DfE device might be needed.

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 measure levels of engagement in live lessons – e.g. verbal responses during the 'live' lessons. They will mark online assignments on Teams and provide feedback. Staff may use quizzes that mark automatically too. Good work may be shared on screen so that other students can see exemplar material so that they can assess the quality of their own work against these benchmark materials.
- Students should not expect to see feedback on every piece of work submitted, but substantial pieces of work will have feedback provided.

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:

- If students with SEND have difficulties accessing the online content, space will be made (if possible) on site for the Key Worker provision. Learning Support Assistants will be present in school to provide the additional support that students require.
- If there are any concerns, parents should contact the SENCO – Mrs Rowsell – t.rowsell@oaklandscatholicschool.org

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?

This is a difficult one to answer as it will depend on the numbers from each class involved. Irrespective of numbers, work will be provided on Teams for students to access. Some staff will broadcast their lesson live so those at home can participate fully as though they are in the classroom – this is likely when the majority of students are at home.

Students at home will experience the same curriculum, but the resources might be different to suit them working from home.

Students will follow their normal timetable each day. Work will be submitted on Teams (either as an 'assignment' or through 'chat' messaging).