



## **Blessed Hugh Faringdon Catholic School Remote Education Provision: Information for Parents**

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education, at Blessed Hugh Faringdon Catholic School, where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section of this document.

### **The remote curriculum: what is taught to students at home**

A student's first day or two, of any period 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?**

- A mixture of lessons where work is set on Teams/Show My Homework and live remote lessons taught via Teams. The latter will comprise a range of live teacher input, the use of pre-recorded resources and opportunities for students to work independently and, on occasions, in pairs or groups.

#### **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, and will continue to need, to make some adaptations in some subjects. For example, a change to the order in which topics on the scheme of work are taught to prioritise those which best lend themselves to remote provision.

### **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 students broadly the following number of hours each day:

Key Stage 3, 4 and 5	5 hours of learning with provision for a comfort gap between the end of tutor period, period 1 and period 3. Timings of the normal school day are followed and periods 2 and 4 are naturally followed by a break. The end of period 5 marks the end of the school day.
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## Accessing remote education

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

Online lessons are delivered via Microsoft Teams. Parents have been provided with guidance on how to access these via the link below:

[https://www.youtube.com/watch?v=SemjM2fHV2Q&feature=emb\\_logo](https://www.youtube.com/watch?v=SemjM2fHV2Q&feature=emb_logo)

### 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:

- We have secured and issued laptops to students working from home in line with government guidance. As more become available, we will secure and distribute these, again, in line with government guidance.
- In addition, we have nine Vodafone SIM cards containing 30GB of free data, for 90 days, available to students where WIFI access, at home, is limited or poor. These are being distributed on a first come first served basis. Please contact Mrs Matthews if a SIM card would be of benefit.
- We acknowledge the government scheme via which schools can request additional data allowances for students. Details are available via the link below. If your child meets these criteria please contact us:
- [Increasing data allowances on mobile devices to support disadvantaged children - Get help with technology - GOV.UK \(education.gov.uk\)](#)
- Where printed materials are required these are made available, for collection, at reception, and will be posted home if collection is not possible.
- Where students are working from printed materials, they can submit work for teacher marking/feedback by handing it in at reception or posting it to school marked for the attention of the teacher(s) concerned.

### How will my child be taught remotely?

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

- live teaching (online lessons) incorporating teacher input, use of pre-recorded resources and time for independent, pair and group work as appropriate. Where teachers are not presenting they remain online to support as needed.
- recorded teaching (e.g. Oak National Academy lessons, BBC Bitesize, video/audio recordings made by teachers) as part of live lessons or as the standalone approach where a teacher is not available.
- printed paper packs produced by teachers (e.g. workbooks, worksheets) for students without laptop access.
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences as part of live lessons or as standalone input where appropriate.
- long-term project work and internet research activities as appropriate to the topic taught. Long term project work will comprise interim deadlines.
- Where a teacher is unwell lesson materials and instructions will be provided on Teams/Show My Homework (SMH) by the teacher or a colleague. These will be printed for students without access to Teams/SMH.

## **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?**

In this section, please set out briefly:

- It is expected that, with the exception of students without laptop access, students will attend all remote lessons.
- Where your child is ill and unable to attend lessons, parents should phone reception, to advise us, as would normally be the case.
- We expect parents to support by setting routines to support your child's education and to check that they are engaging and completing work.
- We expect parents to advise us if your child is experiencing any difficulty such that we can work with you to resolve the concern.

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

- As per central government guidance, we will monitor attendance on a daily basis and contact home where we have not been provided with a reason for the lack of attendance.
- Where there is no response, from home, we will follow safeguarding procedures including a police welfare check where necessary.
- Where your child is attending but not engaging the subject teacher will contact you to discuss how to resolve this.

## **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:

- During lessons, student understanding and progress will be checked via question and answer sessions, comments in the chat option, 'hands up', teacher feedback on tasks set and clarification of points as needed.
- Students will receive feedback (oral and/or in writing) on key homework tasks submitted in line with our marking protocol.
- Some pieces will be self-assessed with reference to mark schemes/answer 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:

- Teaching Assistants have been assigned to work with students on the SEND register face to face, if in school, and remotely if working from home. In some cases Teaching Assistants are working with individual students and, in others, with small groups.

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

Where individual students 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 students 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?**

- When school is open and the majority of students are being taught face to face, students not able to attend due to self-isolation, will be invited to attend the lesson remotely. Where they do not have laptop access, printed work will be provided for collection or posted home. Where they have laptop access but the lesson does not lend itself to completion away from the classroom alternative, suitable work will be set.