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.

This document follows the Department for Education 'Remote Education Information' template. Please also refer to our 'Lockdown 2 – Remote Learning' document which can be found in the Covid section of the College website at https://www.st-edwards.co.uk/covid/633870.html and links for accessing the College's remote learning applications can be found in the Remote Learning section of the website at https://www.st-edwards.co.uk/remote-learning/677270.html .

The remote curriculum: what is taught to pupils at home

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, where the completion of practical tasks using specialist equipment is not possible.

Remote teaching and study time each day

Pupils in all year groups should follow their normal timetable each day. Work set will be meaningful and monitored; pupils are expected to submit work each week. Class Charts will be used to reward notable work and to record non-engagement.

Key Stage 3 (Years 7, 8 and 9)
We expect pupils to be completing 5 hours of 'classwork' each day (in line with normal timetabled lessons) plus approximately 1 hour of prep (homework) and also to attend a daily tutorial with their House Tutor at 09:45.   One lesson per week per subject will be delivered via Microsoft Teams with teachers setting work for remaining lessons on Firefly (with detailed direction/instruction for work to be completed in every lesson) plus prep (homework) as usual on Firefly (approximately 5 hours in total per week on top of 'classroom' work).

Key Stage 4 (Years 10 and 11)
We expect pupils to be completing 5 hours of 'classwork' each day (in line with normal timetabled lessons) plus approximately 2 hours of prep (homework) and also to attend a daily tutorial with their House Tutor at 10:05. At least one lesson per week per subject will be delivered via Microsoft Teams with teachers setting work for remaining lessons either on Firefly (with detailed direction/instruction for work to be completed in every lesson) or via further Teams sessions. In addition, prep (homework) as usual on Firefly (approximately 10 hours in total per week on top of 'classroom' work).

Key Stage 5 (Years 12 and 13)
We expect students to be completing 1 hour of 'classwork' per subject each day (in line with normal timetabled lessons) plus approximately 5 hours of prep (homework/directed independent study) per subject per week and also to attend a group tutorial with his/her House Tutor twice per week at 09:45. Students will also have 1-to-1 meetings with their House Tutor. All lessons will be delivered via Microsoft Teams, plus prep (homework) set as usual on Firefly (approximately 5 hours per week per subject on top of 'classroom' work).

Accessing remote education

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

- Live lessons will be delivered via Microsoft Teams

- Work for other lessons will be set via Firefly tasks. Prep (homework) tasks will also be posted on Firefly.

- Teachers may also communicate with pupils/students via their Office 365 College email address

Links for accessing the College's remote learning applications can be found in the Remote Learning section of the website at https://www.st-edwards.co.uk/remote-learning/677270.html).

N.B. Any pupils attending school (vulnerable children, children with an EHCP and children of key workers) will undertake remote learning via a school computer under staff supervision.

If my child does not have digital or online access at home, how will you support them to access remote education?

MINIMUM IT EQUIPMENT:

To be able to access the above platforms, pupils and students will need access to a suitable internet-enabled device. All the solutions the College use are cross-platform and will work on Microsoft Windows Desktop and Laptops, MacBooks and both Apple and Android tablets.

We have a long tradition of seeking to help any pupil who does not have access to the basic IT equipment necessary to engage with his/her work, due to family financial constraints. Any parent or pupil wishing to discuss their IT access confidentially should email the address below.

Any issues or problems should be e-mailed to help@st-edwards.co.uk

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely:

Work set will be meaningful and monitored. Work will be set for all lessons. Lessons will consist of a variety of resources and will be interactive in nature consisting of a mixture of different resources depending on the subject and topic.

- live teaching (online lessons delivered via Microsoft Teams) – please see details in the 'Remote teaching and study time each day' section above

- recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy lessons, etc)

- websites supporting the teaching of specific subjects or areas, including video clips or sequences

- Power Point presentations

- Online quizzes/assessments

- textbooks and reading books pupils have at home

- workbooks / worksheets

- longer-term project work and research activities

(this list is not exhaustive)

Pupils/students will be expected to submit work to their teachers each week

Engagement and feedback

What are your expectations for my child's engagement?

- Pupils/students are expected to engage fully with remote learning, following the normal timetable each day

- Pupils/students are expected to submit work each week, as requested by their teachers

Pupil Expectations while using Microsoft Teams:

- Pupils should only use MS Teams in a living or communal area, not in bedrooms. Parents should ensure this.

- If pupils are using their camera during MS Teams, they need to check their background (for example, personal items such as family photographs). Again, parents should ensure this is appropriate.

- Pupils should be appropriately dressed – same standard of dress expected in school (full school uniform is not necessary, but pupils must be fully dressed and not wearing any material with offensive, contentious or political slogans or logos).

- Pupils should follow the clear instructions and expectations of the subject teacher. Instructions on expectations will be given at the beginning of each lesson.

- Pupils can disable their camera facility or the member of staff can at any time. The teacher is in charge of the session and will run it as they see fit, and has the discretion to record the session if they wish to.

- Pupils' microphones will be muted by the subject teacher, unless the pupil is asking a question or contributing to the session.

- Pupils should be aware that all messages they leave on the chat function can be seen by their classmates, teachers and parents. If they post anything irrelevant or inappropriate, they will be sanctioned and can expect to have access permissions withdrawn.

- Mature and professional participation is expected.

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

- Pupils/students in all year groups should follow their normal timetable each day. Work set will be meaningful and monitored; pupils are expected to submit work each week. Class Charts will be used on a weekly basis to reward notable work and to record non-engagement.

- If a pupil/student is not engaging with remote learning, then a text will be sent home. The pupil/student/parent will be contacted by their House Tutor to discuss the situation and to support the pupil/student in re-engaging.

- If non-engagement continues, then parents will be contacted by the Head of House/Sixth Form Pastoral Team to discuss the situation.

- If the situation persists, your child will be requested to attend College to access remote learning under staff supervision.

- In addition, the Assistant Principal, Heads of Houses and Pastoral Officers, meet daily to check on all vulnerable pupils and the general wellbeing of all other pupils. The House Tutors for years 7 to 11 meet daily with their forms to check on wellbeing and offer support and advice when needed. Counselling is available if required either through school counsellor or YPAS referrals. EPR programme has been adapted to include mental health and wellbeing during lockdown. For Y12/13 group Teams tutorials occur twice per week and tutors also have one-to-one Teams tutorials with their tutees.

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

Pupils/students are expected to submit work each week (as requested by their teachers) and will receive feedback in a variety of ways.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked via digital platforms are also valid and effective methods, amongst others.

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:

- Pupils with an Education Health Care Plan (EHCP) may attend school where our Learning Support Team can provide support.

- Learning Support Assistants (LSAs) are making daily contact with those pupils who have EHCPs but are not in school. The SENCO is also in weekly contact with parents of pupils with an EHCP and we have set up a direct email for our EHCP pupils to get in touch with the LSA team so they don't have to wait for their daily check in if support is required earlier.

- Staff are differentiating remote learning materials for SEND pupils as necessary.

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 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?

Pupils/students will either be invited to join the live lesson via Teams or will be set work for the lesson via Firefly.