



St Catherine's Catholic School

Our approach to Remote Education

In our approach to remote education at St Catherine's Catholic School, we believe it is fundamental that we focus on each child's pastoral care, provide high quality work, maximise engagement and provide effective feedback to students. We see this as being critical to the successful delivery of remote learning, and appreciate all the support offered by parents with this. In supporting our students, we understand the importance to maintain contact with students throughout the period of remote learning, and therefore our approach includes support all students with pastoral and welfare checks.

We have consulted government guidance on the best approach to remote education and have drawn on the Education Endowment Foundation (EEF). The [report](#) identifies a number of strategies and also finds that the quality of remote teaching is more important than how lessons are delivered and what matters most is whether the explanation builds clearly on pupils' prior learning.

We remain confident that our approaches will continue to support our students at this challenging time. However, we always value feedback and so will regularly ask parents and students how remote education is working and what we can do to improve.

Our approach is based on the following principles:

- That education whether it is remote or on site should always be high quality
- That pastoral care is at the heart of all that we do
- That learning should be as interactive as possible and highly engaging
- That learning should be based on the whole curriculum and as close as possible to what students would have received on site.

In answering the questions below, we hope that you will understand our approach to remote learning for students whilst face to face teaching is not possible and why we have adopted it.

How will students know what they have to do?

We use *Google Classroom*, our Virtual Learning Environment, to set students their assignments. They should check this on a daily basis, as well as their school e-mail address. Invitations to live lessons that take place will come through this, and it is also a useful way to contact teachers to seek clarification or to submit work where this is requested. To access *Google Classroom*, internet access is required. We have asked subject teachers and departments to provide work that should:

- Be set using Google Classroom Assignment. Instructions will be provided by teachers as part of the assignment.
- Be set to ensure that students will have a comparable amount of work to the lesson time that is being missed.
- Be, relevant, meaningful and ambitious with appropriate sequencing. This will be in line with the departmental curriculum plans.
- Offer the opportunity for formal assessment and feedback, in line with department assessment policies and statutory guidance. This could be through the file drop facility, *Google Classroom* feedback in the assessment section or using the text box.

How much work should students have to do?

We have asked teaching staff to set the work that would have been completed in class that week. It is apparent that student productivity at home can vary greatly, but teachers and pastoral staff will challenge those who fail to engage. Additional work will also be provided by departments to ensure students have enough work to challenge them. Work could include a focus on additional content coverage, assessments or additional homework.

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

We expect that remote education (including remote teaching and independent work) will take 5 hours a day.

What will my child be taught?

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, (practical subjects may need to focus on the theory work whilst students are at home). We will be following the normal timetable.

How will my child be taught remotely?

There is no single strategy that is the right one for all subjects, given the obvious differences involved in their delivery, and so subject specialists will decide on this and use a range of activities, based on the curriculum requirements, ensuring a balance and range of activities, to mirror, as far as possible, what the students would have covered if they were attending school. We are constantly reviewing our provision and ensure that this is appropriate for the challenges that we continue to face.

Our strategies include:

Live Teaching: Departments have successfully developed the use of live lessons as one of many important strategies used to teach students remotely. Throughout, we have followed the available guidance and prevailing circumstances to ensure this is done safely for those involved. This has been trialled successfully in school, providing safe and effective learning as well as additional capacity.

Narrated PowerPoints: Teaching staff have been strongly encouraged to use resources such as narrated PowerPoints and these will be linked to *Google Classroom* assignments. This will allow students to hear their teachers' voices, and have key information on the slides highlighted, much like they would do in the classroom. Where this is not possible or deemed appropriate, students are urged to contact teachers to seek additional clarification on topics that are new and/or challenging for them.

Pre-recorded Lessons: Teaching staff have also planned pre-recorded lessons for students to log into and watch. During these lessons, teachers will still be on hand, to stop and provide further assistance and guidance, when this is necessary.

Printed paper packs: these have been produced by teachers for some subject areas, if relevant, (e.g. workbooks, worksheets).

Textbooks and reading books: we will explore this option if the lockdown continues beyond February 2021.

Commercially available websites: these support the teaching of specific subjects or areas, including videos. Further details are provided below.

What can students expect in terms of feedback from their teachers and how they will be assessed?

We expect that teachers to provide formal feedback in line with the assessment policy within the department, meaning that students will be assessed at the same intervals as they would have whilst in school. This may depend on the content and stage of delivery but please contact the relevant department if you would like further information. Assessments will be set as part of the assignments on *Google Classroom* and will be monitored by the Head of Department. It is essential that students and/or parents make contact with teachers where further feedback or support is required, or if there is any issue. Other assessment and feedback opportunities will be provided in a less formal manner. This may include verbal feedback where possible, e-mail contact, quizzes and telephone contact where appropriate.

What should students do if they have difficulties with their work?

Students should make contact with their teachers using their school email account if they need any further advice, support or guidance with regards their remote learning. This may be to ask questions about the content or the tasks that have been set or because they have been asked to communicate with teachers as part of the assignment.

How will be support students' pastoral care?

Students are asked to complete a Google Check In form at the end of Form time, every day but should of course, always contact class teachers or pastoral staff where further support is needed and arises at other times of the day.

We continue to lead daily assemblies for all students. This provides a sense of normality as well as providing essential reflection and prayer.

Students will access weekly PSHE lessons. These lessons provide additional opportunities to students to reflect on an issues they may be concerned about and how to deal with any emotional stress they may be experiencing.

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:

- Regular contact home by the SEN Team
- 1-1 reading sessions delivered by support staff before and after school.
- 1-1 or small group sessions lead by teaching assistants via google classroom.

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

In addition to internet access, your child will need to Memrise, MathWatch, MyMaths, BBC Bitesize or Educake

Why are all lessons not being live streamed?

We aim to ensure that our provision is consistent and as effective as possible, whilst focusing on the key elements of successful delivery – quality resources and feedback, and ensuring that engagement is as strong as possible.

We are also very aware that families have a varied level of availability of devices at home for their children to use, and that some are finding it difficult to manage the competing demands of their children for access to them. Having to be online at specific times for specific lessons means a lack of

flexibility for students and for staff, when all lessons are delivered in this way. This has the potential to complicate learning still further for students whilst access to teachers would also be severely limited. This is central to why we have decided not to insist on students following their normal timetable at home in full.

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

We have set up a number of schemes to help improve access for students in this situation, including purchasing hardware opportunities and accessing internet services. Our support includes:

- issuing or lending laptops or tablets to pupils, and where parents or carers can find more information
- issuing or lending devices that enable an internet connection (for example, routers or dongles)

For more information please contact Mr Childs at itsupport@stccg.co.uk

How can I see the work that has been set and how well my daughter has been engaging?

We will contact you if there are concerns over the engagement of a student. This will be by the class teacher or Head of Department in the first instance, but the relevant pastoral team where issues persist. We have been grateful for the support and proactivity that parents have offered in response to such concerns since March.

Google Classroom also allows for parents to see the assignments set for students at any point, and the progress that they have made, so this can be a very useful facility for parents to use.

How can I best support my daughter as part of their remote learning?

This will be a very challenging circumstance for students, regardless of their previous progress and focus on their learning. You know them better than anyone, and encouragement should be supplemented with reminders where they are needed. Routines and accessing the help of their subject teachers is also very helpful.

There are a number of websites that provide resources to supplement the teaching that has been provided on *Google Classroom*. Some examples of these include Oak Academy and the BBC who are offering educational programming for secondary school students on BBC2 every weekday. The following links are some examples of what is available:

- <https://classroom.thenational.academy/subjects-by-year>
- <https://www.drfrostmaths.com/login.php>
- <https://app.senecalearning.com/courses>
- <https://new.edmodo.com/>
- <https://www.tutor2u.net/>

Where can I find out more information about remote learning and the expectations placed on schools?

Please use the following links to understand more about expectations of schools and helping to ensure that your child is able to learn safely online.

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>
- <https://www.gov.uk/government/publications/remote-education-good-practice>
- <https://www.gov.uk/government/news/new-remote-education-support-for-schools-colleges-and-teachers>
- <https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>
- <https://swgfl.org.uk/resources/safe-remote-learning/safe-remote-learning/>