St. Mark's Catholic School

Remote Learning Framework

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Vision and Mission statement

*The community of St. Mark's believes that every individual is created by God and is precious to God. Each person is called to serve God and their neighbour and to **fulfil their potential**. St. Mark's is a Catholic School which has at its heart a love of God, the **education of its students and a mission to serve our neighbours and community**. We seek to foster a spirit of truth, reconciliation, justice and peace. **We are committed to developing the spiritual, intellectual, moral, cultural, social and physical potential of all our members within a safe and supportive environment.***

Aims

- To ensure that all students have access to high quality education if they are unable to attend school due to COVID-19.
- To ensure that students have clear rules and understand the expectations in terms of remote education and online learning.
- To provide clear guidance to Teaching Staff on effective remote education and the use of online learning in different contexts.

The government have outlined a set of expectations regarding effective remote education that covers: the quality of teaching, explanation, and resources during remote learning; the amount of work set for students and the systems for monitoring engagement and feedback. This document provides a framework that address these expectations and it will be frequently reviewed in line with any updated guidance from the DfE.

It is important to note that we are educating within an unprecedented context, and there are several different scenarios that we need to be prepared for. In creating this guidance, we have consulted sources of guidance on remote education including the 'Remote education good practice' published by the DfE on 1st October 2020, the Home Learning Approaches Planning Framework published by the EEF, the 'Coronavirus (COVID-19) contingency framework for education and childcare settings' published 27th November 2020 and the government's 'Statutory obligations and expectations' updated on 15th December, 2020.

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.

For any further information regarding our remote learning provision please contact the Deputy Headteacher, Mrs. McGinty via email. mcgintys@st-marks.hounslow.sch.uk

The remote curriculum: what is taught to pupils at home

A pupil's first day 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?

All information about remote education will be communicated through the Google Classrooms for both the year group and subjects. When any students are working remotely they need to immediately connect to their Google Classrooms for instructions.

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, there may be some adaptations in some subjects specifically practical subjects.

Remote teaching and study time each day

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

| Key Stage 3 | Students in KS3 will follow their timetable and will have 5 hours of remote teaching a day. |
| Key Stage 4 | Students in KS4 will follow their timetable and will have 5 hours of remote teaching a day. When appropriate |

	students will be given additional homework to complete independently.
Key Stage 5	Students in KS5 will follow their timetable. Sixth Formers will be given extended pieces to work on independently during their study time.

Accessing remote education

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

Google Classroom is at the heart of St. Mark's remote learning programme. Prior to March 2020, Google Classroom was only used by some teachers and students. Now all teachers and students have developed their confidence and skills in this area, and this is essential in enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons to support remote education.

Google Meet may also be used by teachers for registration or all / part of lessons. This will enable teachers to have "live" interaction with students. This will take place within safeguarding parameters as determined by the school's DSL; during Google Meets students should enter with their camera and microphones turned off and should only enable their microphone when invited to by the teacher.

Across departments, a range of subject specific online platforms are also used (i.e.: Mathswatch and Doddle), together with resources from BBC Bitesize and the Oak National Academy. In some departments, these online resources are used to complement existing department resources, such as textbooks. Resources such as podcasts and TED talks can also be used.

We have also encouraged the use of Loom and other software to enable video recording of teachers teaching, explaining, and questioning. Loom has been particularly useful, as it enables students to access the content at any time and review it again. Teachers have also used tests and quizzes to improve engagement

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:

When planning for remote learning it is essential to be aware that access to digital devices and reliable internet access can be a barrier to effective remote learning for some students. In September 2020, a whole school survey was undertaken to determine the digital resources students have access to at home following the challenges of access during the first lockdown. The most frequent challenges were experienced by families with a number of school age children trying to complete schoolwork during the day.

The results of this survey allow the school to target support to students who do not have full access to digital resources. The priority will be looked after children, pupil premium students and students who are vulnerable as determined by the Designated Safeguarding Lead at the school. Students on the SEND register will be the next level of priority.

This survey will be a live document and will change as parents/carers provide us with more up to date information on their digital devices. Schools can spend their catch-up premium on contingency planning for remote education, for example purchasing additional devices or textbooks. The St Mark's Catch-Up Strategy is organised into three categories: Teaching and Whole School; Targeted Approaches and Wider Strategies as recommended by the EEF. Funds have also been allocated to the purchase of chrome books for staff and /or students to support online provision.

If a pupil has any issues with access to digital devices or the internet, please contact Mrs Forde on 020 8577 3600. If there are any issues with submitting work online, then pupils should contact their class teacher.

How will my child be taught remotely?

Pupils will continue to follow their timetable and we use a combination of the following approaches to teach pupils remotely:

- Live teaching (online lessons)

- Independent work supported by the teacher through Google Classroom

- 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

- Long-term project work and/or internet research activities

- In addition to curriculum learning, we have used Google Classrooms and live tutor time to communicate important information to students, provide wellbeing support and resources and for competitions. We have a weekly assembly recorded on Loom. Staff, and pupils will only communicate using school email addresses.

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?

- Students are expected to follow their timetable each day; this includes attending live registration and any live lessons.

- Students will be required to submit work via Google Classroom. Teachers will make expectations very clear to students, e.g. what are students expected to produce, how should they format the work and approximately length, where and when are they expected to submit work.

- Where appropriate students can upload handwritten tasks to Google Classroom by photographing/scanning the completed assignment. A facility to use a smartphone to scan documents is built into GSuite for Education's smartphone apps. Where required, paper copies of work will be arranged for students who require this.

- Parents can support their child with remote learning by helping them to maintain a routine at home. All pupils need to be ready to attend morning registration at 8.40am and they should then follow their timetable, including break and lunchtime.

- All parents will be invited to sign up for Google Classroom's Guardian summaries. These summaries provide a weekly (or daily) summary of upcoming work, completed tasks and overdue or missing assignments.

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

If students do not complete or submit work:

- In the first instance the class teacher should email the student to check if there have been any issues regarding submitting the work. Students will be given a second chance to submit their work.
- If the student still does not submit the work this should be recorded, and parents will receive a Guardian Summary.
- Any persistent issues will be addressed after one week of closure and when the student returns to school (in the case of two week 'bubble' isolation).
- In the event of a full national lockdown a RAG rating will be undertaken at the end of each week to monitor student engagement. Persistent issues will be followed up by Pupil Progress Leaders and the Senior Leadership Team.
- IPMs and Reports will be completed as per the published assessment schedule.

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

Our approach to feeding back on pupil work is as follows:

- Students will receive feedback on work handed in using the tools provided by Google Classroom. Feedback on students' work may be directly given to the pupils or could be delivered in the form of whole class feedback.

- Feedback can take many forms and may not always mean extensive written comments for individual children. For example, quizzes marked automatically via digital platforms are valid and effective methods, amongst many 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:

As in a classroom environment, work needs to be adapted to support students with special educational needs and disabilities (SEND). During the full school closure, the SEND department and LSAs provided effective remote support and a key component of this was regular communication with parents. They will be available to support class teachers where required. Each child has different needs and will require individualised support. LSAs are attached to individual year groups and have separate Google Classrooms to support SEND students. EAL students may also find remote learning more challenging and time consuming. Support via Google Meet can be very effective in addressing barriers to learning and ensuring that students understand the work that has been provided. Where individual or group support is provided this will be in agreement with parents.

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?

- The PPL will provide registration for those who are isolating.
- Work will be provided by 9am each day via Google Classroom. This should be as close as possible to work provided to the rest of the class.
- Students who are self-isolating should submit work after each lesson so teachers can monitor their engagement.
- If homework is set for the rest of the class, then isolating students will be expected to complete this homework too.