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

Pupils will continue to follow the same curriculum at home as in school for Maths, English and Science at KS4. It is not possible to teach some subjects online for example, ICT and some pathways will have to be adapted due to time constraints.

At primary and KS3, sessions are delivered remotely in English, Maths and Science, following the school curriculum. KS3 also have a weekly input of humanities and PSHE. Any pupils not accessing remotely are provided with work packs, covering the same. Afternoon, independent learning tasks are set with time off screen. These activities include: PE, art, rural science, reading, functional maths and SpaG related activities.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Pupils will have Home Learning packs delivered to enable them to continue with the same curriculum they have been following in school. A Remote Learning timetable and any independent learning tasks with resources will be included in the Home Learning pack and uploaded onto the school website. All information regarding accessing online learning and safeguarding is also included. All pupils will be contacted to ensure they have the necessary equipment to access the home learning and any issues will be resolved. Parents will be notified via text when the live lessons commence and pupils should then follow the timetable provided in the Home Learning pack.

What will my child's curriculum look like?

St Thomas's Curriculum Intent:

- Minimise the disruption to students' education and the delivery of the curriculum by ensuring the learning is planned and sequenced in line with the GCSE syllabus.
- Ensure provision is in place so that all students have access to high quality learning resources
- Protect students from the risks associated with using devices connected to the internet
- Ensure staff, parent, and student data remains secure and is not lost or misused
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- Ensure all students have the provision they need to complete their work to the best of their ability and supported during periods of remote learning
- Ensure pastoral care continues in order to support all pupils.
- At primary and KS3, sessions are delivered in English, maths and science, following the school curriculum as closely as possible. KS3 also have a weekly input of humanities and PSHE. Independent learning tasks are also set. These activities include: PE, art, rural science, reading, functional maths, use of mathletics, Lexia and SpaG related activities. An element of nurture is also threaded throughout the curriculum with opportunities for students to participate in tutor time quiz and nurture activities with their peers.

Remote teaching and study time each day

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

St Thomas's offer remote education in line with Government expectations. The hours per day are made up of a combination of live lessons, whereby the teacher is teaching pupils online either in small group settings or on a 1:1 basis. Tutor time with includes pastoral care, PSHE activities and Careers Advice and Guidance at KS4. Independent work is time allocated for pupils to complete tasks or work set by the teacher.

Key Stage 1	3 hours a day. This includes: • Live lessons • Pastoral tutor time • Independent work

Key Stage 2	4 hours a day. This includes: • Live lessons • Pastoral tutor time • Independent work
Key Stage 3 and 4	5 hours a day. This includes: • Live lessons • Pastoral tutor time • Independent work

Accessing remote education

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

All pupils have been given a Microsoft Teams email and user account and have been taught how to log in and use the account. If you require further help or support logging in or using Microsoft teams please contact school reception.

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:

- Each pupil will be assessed on an individual basis to ensure you meet the criteria to be issued with a loaned laptop. Parents will be expected to sign an agreement form whenever a laptop is loaned to a pupil. If you are experiencing difficulties with online access at home please contact your child's Provision Leader.

- If you are experiencing difficulties with access to the internet and need support please contact your child's Provision Leader.

- All learning materials for KS3-4 are uploaded weekly onto the school website and can be accessed any time. Additionally, Home Learning packs are delivered weekly for KS1-4 to ensure pupils have the resources they need and to reduce any printing for parents.

- Completed work can be sent via email. The email accounts are your child's school timetable and school website. Additionally, work is collected weekly when Home learning packs and feedback from the previous week's lessons are delivered. At KS4, pupils will receive feedback on Feedback Fridays from their teachers or during live lessons throughout the week.

- Staff are available during school hours to support parents/carers with any technical issues

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), including sharing of worksheets, showing video clips, online quizzes and assessment, sharing of powerpoints and input from guest speakers

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

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- a range of educational websites supporting the teaching of specific subjects or areas, including video clips or sequences. Use of mathletics and Lexia learning platforms.

- long-term project work and/or internet research activities which may be required for pathways.

- All sessions are taught in small groups and supported by a teacher and a teaching assistant. This allows support with individuals as necessary, by using breakout rooms.

- Use of a chat facility alongside remote sessions, allows pupils to communicate individually with staff.

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?

- Pupils are expected to engage daily with the timetabled remote learning sessions.

- Pupils are expected to complete independent learning tasks daily, as directed.

- Parents/carers are expected to oversee the pupils' sessions and ensure they are conducted as set out in the safeguarding guidance supplied at the onset of remote learning. This includes supporting the pupil to be prepared and online for the learning sessions.

- Pupils and parents/carers are expected to facilitate the weekly transfer of completed work and receiving of fresh resources.

- Parents are expected to keep school informed of any concerns, changes of circumstances or additional requirements, relating to the pupil.

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

- Phone calls are made soon after the start of any remote learning session, to households where the pupil is not online as expected.

- Staff monitor the online participation and engagement during remote learning sessions.

- Non participants have individual plans of support arranged, such as working from work packs or coming into school to access their learning.

- Work is rotated weekly, marked by teaching staff and fed back to pupil and parent/carer.

- Regular telephone contact with home throughout the week and staff always available during school hours for contact from parents/carers.

- End of half term reports completed, discussed with all parents/carers and copy provided.

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:

- Feedback online during live lessons
- Peer to peer assessment online
- Daily quizzes online with pupils.
- Monitoring via learning platforms such as Mathletics and Lexia
- Work books marked and reviewed weekly
- Electronic work submitted automatically for direct feedback
- End of half term assessment in core subjects.

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 are in small groups with staff that they are familiar with, the use of TAs and break out rooms allow staff to work 1:1 with pupils on specific targets linked to EHCPs and targets provided by other professionals.
- Younger pupils are supported in small groups, sometimes 1:1 where appropriate. Learning packs are sent home weekly with differentiated supporting resources and worksheets for all key stages. Parents are kept fully informed throughout the week on how best they can support their children whilst at home.

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?

- Pupils will be provided with the direction and resources to connect to live lessons, covering core subjects, remotely. They will follow the same curriculum as those pupils in school.
- An independent learning task guidance and resources will be provided for pupils to complete at home following this.