

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 if 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

A pupil's first day or two 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?

On the first day of school closure, where teachers have not been given an opportunity to prepare lessons, students will be set work to complete independently at home. On the second day, students will be expected to follow a timetable of live lessons. Work will be set for students to complete the task from the lesson independently, to ensure they understood the content, or to complete work that will prepare them for the next lesson.

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 to make some adaptations in some subjects. For example, the number of lessons for each subject is lower. In KS3 & KS4, we prioritise English, maths and science, whilst also ensuring that students will continue to have lessons in the full curriculum, as they would at school.
- Some subjects may need to change the sequence of some units, to make the content easier for students to access remotely.

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 pupils broadly the following number of hours each day:

Secondary school-aged pupils not working towards formal qualifications this year (Year 7 – 9).	Students will have 3 x 50 minute live lessons, with independent work set as homework
Secondary school-aged pupils working towards formal qualifications this year (Year 10-13).	Students will have between 3 to 4 x 50 minute live lessons, with independent work set as homework

Accessing remote education

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

At St Gregory the Great, we use **GOOGLE CLASSROOM** and **GOOGLE MEET** for all of our online, remote learning.

Students join a year group **Google Classroom** and, for students in Y10 and above, a subject classroom. Daily notices about the live lessons are posted on the year group classroom and/or subject classroom. Learning resources, assignments, and some recorded lessons can be accessed through the Google Classroom. Students can submit their work to the Google Classroom, or email it directly to their teacher.

Google Meet is used for live lessons. Students access these by clicking on the links provided in the Classroom notice stream or feed.

The school website includes a range of useful 'How to' guides to support students and parents with accessing remote platforms and tools.

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:

- If your child does not have access to a digital device, it is important that you contact the main school reception or your child's year leader to see if they can be supported with this.
- We will provide printed resources for all students who do not have online access. These packs are put together in school each Monday and are delivered to students by Wednesday. Work is set for the week. The work set will mirror, as far as possible, the content being covered in the live lessons.
- Work that has been completed by students using printed resources can be posted back to school, photographed and emailed, or delivered to school (please contact the main school reception to arrange this).

How will my child be taught remotely?

For all students in KS3 to KS5, live lessons are the main form of remote learning. We feel it provides students with a clear sense of routine and maintain daily contact with teachers and peers. However, teachers may use a variety of other resources to ensure students have every opportunity to learn new topics and understand the content. These include:

- 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
- Websites that support subjects such as Hegarty Maths or GCSE Pod
- Additional lessons such as book reading with Years 7, 8 and 9, reading interventions and extra revision classes in Y11 English and maths.

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?

Parents and carers play a key role in supporting their children with remote learning. Below are our expectations of your child during school closure and ways that you can support them at home

- Students must attend tutor time at 8.45am every day. Tutors will continue to give key messages to students and support them with meeting deadlines, staying organised and talk through the timetable for the day.
- Students must attend live lessons. If your child cannot attend due to illness, you should contact the main school reception to report their absence in the usual way.
- Students must demonstrate excellent behaviour at all times in live lessons. The chat function must only be used when the teacher asks students to respond to a question or if a student has a question about the learning.
- Students must take notes during live lessons and keep these organised. Vocabulary and key ideas will need to be referred to and will be important for any mid-unit or end of unit assessments that are set.
- Students must complete the work set and submit it usually by Monday of each week.
- For students in KS4 and KS5, more work is expected to be completed independently using a variety of other online resources.
- Parents should be aware of the [live lesson timetable](#) and support their child to develop a daily routine that ensure all lessons are attended
- Parents should also support their child by ensuring work has been submitted.
- A weekly guide to the curriculum in all years is published on our website on the [remote learning page](#). This will support parents to encourage independent learning. Students can research topics in advance of their lessons, or look for further resources after their lessons to help their understanding of key ideas.
- Further advice on supporting your child with remote learning can be found on the [remote learning page](#) on the school website.

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

During this period of remote education:

- Tutors and Teachers register student attendance to every live lesson.
- If students are not attending, tutors and year leaders will contact home, either via SIMS InTouch or by telephone, to inform parents and check if there is anything we can do to support with online learning.
- If the absence persists, a member of the pastoral team will invite parents to a virtual meeting to discuss next steps, this may include offering the student provision in School
- If students are not completing any work independently and not submitting work to their teacher, the teacher will contact home to raise concerns about this and check if there is anything we can do to support with work submission.

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:

- Use of quizzes and comprehension checks during the live lesson
- Use of self-marking
- Use of Google Forms and Google Docs or Sheets to share responses from the class and give whole class feedback
- Through the more thorough marking of extended pieces of work, which are commented on and returned to students either through the Google Classroom or by email.

[Please click here for all contact details](#)

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:

We will support our students with special educational needs, and work with their families by:

- Ensuring that valuable resources such as our [Knowledge Organisers](#) are easily available to parents and students on the website and in the Google Classrooms. Parents can work with their children to cover some of the main information in advance to support their understanding.
- Continuing to offer individual and small group interventions for those students who would have this provision in school.
- Ensuring that teachers provide resources for each lesson (such as the PowerPoint presentation, the lesson recording, or further video or online materials) so that students can return to and go over the content at their own pace.
- Offering subject lessons appropriate to the ability and needs of students where possible.
- Regularly communicating with parents to support them with topics of the term and helpful resources.

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?

For students who are self-isolating, while other students are in school, subject teachers will:

- Upload the work for the week on the Subject Google Classroom. This will be in a named folder for the week (e.g. Week 17: 11th January 2021).
- Students must complete the work set and return to their class teacher by Friday.
- If students cannot access online resources, a printed paper pack will be collated and sent out to students. Work will be provided for the week, and a new work pack will be sent at the beginning of each week of self-isolation.
- Students can return their work by post, by photographing and emailing their teacher or by attaching documents to Google Classroom.