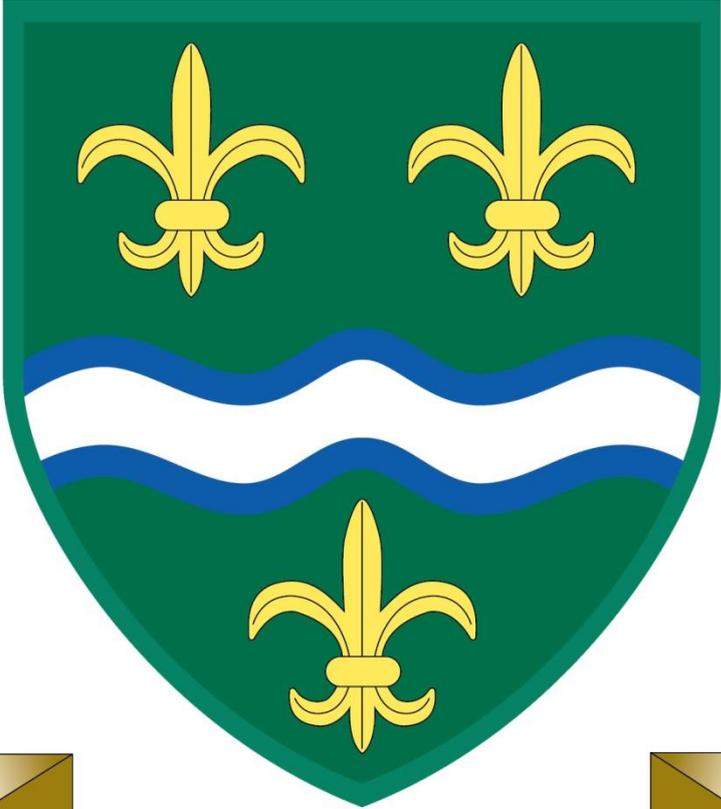


# Our Lady's Catholic College Remote Learning Policy



SALUS POPULI

## **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**

#### **What should my child expect from immediate remote education in the first day or two of pupils being sent 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, work will still be provided via Teams.

## **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. In some circumstances have adapted the sequencing of our curriculum as the pupils will not have access to the specialist equipment needed to continue with the same sequence of lessons planned on our programmes of study. For example, ICT lesson in year 7 and 8 will focus on the theory aspects of the subject that was sequenced later in the curriculum. This has replaced a programming unit that the pupils would have needed specialist software for.

The specific changes in the ICT curriculum are:

**In year 7** pupils would have studied cybercrime but due to software requirements they are now studying Digital Literacy (which moved from Term 3 in the programme of study). Students will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. They will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.

**In Year 8** pupils would have been completing a Database unit at this point looking at Computer Networks (which moved from Term 3 in the programme of study). This one is a theoretical unit covering the basic principles and architecture of local and wide area networks. Students will learn that the World Wide Web is part of the Internet, and how web addresses are constructed and stored as IP addresses. They will also look at network design, topologies and encryption.

### **The specific changes to the Drama curriculum are:**

**In year 7** a series of lessons created as they do not have any resources for this at home to access the unit that they would have been studying. The adaptation is based on Digital Theatre which allow all pupils to access extracts that they can watch and analyse. After this point the curriculum will continue as planned

As the students are not working practically, the drama schemes have been adapted to focus more on vocal work/script reading which can take place to some extent over Teams.

### **The specific changes to the PE curriculum are:**

In KS3 PE lessons It will replace a unit on team games with exploring fitness. Team game contact activities like Netball and Rugby are on the programme of study and have been delayed until after lockdown and also changes in restrictions. The rationale for developing the fitness work is that students would not be limited by equipment or space available at home and would be able to continue to be active whilst further developing their knowledge of how to retain and improve their fitness.

**The specific changes to the Art curriculum are:**

<b><u>Key Stage</u></b>	<b><u>Year</u></b>	<b><u>Planned Curriculum</u></b>	<b><u>Adapted Curriculum</u></b>	<b><u>Reason / Notes</u></b>
3	7	Spring Term – Landscape & Fauvism  Summer Term – Day of the Dead	Spring Term – Day of the Dead  Summer Term - Fauvism	Spring and Summer term SoW swapped around as Day of the Dead more accessible for pupils working from home due to materials needed for Fauvism. (If schools remain closed after Easter Fauvism will need to be adapted)
	9 Art	Jan – Feb - 3D Insects – Insect sculptures created from wire after experimenting with wire manipulation.	Fine Liner detailed drawings of Insects to replace line work with wire.  3D Insects made out of found / everyday objects'	Adapted for pupils working from home with minimal art materials. Pupils were posted their sketchbook and fine line pen.
		Feb – Summer. (If schools remain closed)  Introduction to The Alhambra Palace	New mini project based on photography and animation. Alhambra Palace SoW will be delayed until Easter and adapted if schools remain closed after Easter.	Introduction of new SoW as more accessible for pupils working from home with limited materials. Introduces them to photography (which is more difficult in school with limited cameras etc)
9 Ceramics	Jan-Easter – Birds  Developing drawing and clay skills. Developing sketching, design work and painting and glazing of clay.	More focus on developing sketchbook techniques as planned on Birds. Artists who use everyday items will be studied to inspire students, e.g. Victor Nunes. Students to use platercine for nerikomi and to develop their modelling skills.	Adapted due to impossibility of students accessing clay from home. Each pupil posted a pack which included their sketchbook, resources sheets on ceramicists and techniques, fine line pen, platercine and an improvised modelling tool.	
4	10	Jan – Feb - Culture clay masks and final outcomes  Feb – Easter – Still Life and intro to main project.	Jan – Feb – Still Life  Feb – Easter – Still Life and main project.	End of Culture SoW delayed until back in school due to specialist materials needed.  Pupils can access Still Life SoW and introduction to main project as equipment packs were posted home to option group at end of last lockdown.

## **Specific changes to the Technology Curriculum**

### **Product Design**

In KS3 students are developing the theory design and communication skills to help them convey their ideas effectively which relates to the practical projects they would be completing within school at the moment. This is due the fact that pupils do not have access to the equipment and products at home to complete the practical work that they would do in school.

### **Catering**

In KS3 pupils are following the curriculum with a focus on more theory based lessons however pupils are given the recipes that would have been set in lesson and are encouraged to try this at home uploading pictures of their final products..

### **Year 7 Textiles**

When in school, the year 7s will complete three projects during their Textiles Technology Rotation.

The students begin by developing their hand sewing skills by completing a cross stitch sample using embroidery thread and trying different techniques such as applique. The students then design and make a felt mobile phone case or a purse/wallet with the aim of developing their sewing techniques.

The final project involves designing and making a soft 'Monster' toy, providing an opportunity to be creative and to further develop their technical skills. Also included in their rotation is an introduction to how cotton is made into fabric through the manufacturing process and an introduction to Art Textiles.

Due to the nature of online learning, some adjustments have been made. The first online project expands on the manufacturing process of cotton and students were asked to create a project based on the programme 'Inside the Factory: Socks'. The second project which comes to an end this week involves researching the work of Textile Artist Lucy Levenson and creating a collage (using felt) to reproduce aspects of her work. For this project, packs have been sent out with instructions, cartridge paper and felt pieces.

The next project which begins next week is to design and make a mobile phone case based on the work of Matisse. Due to many pupils not having access to sewing materials and technical support, there will be a no-sew option included. Some students have access to both support and sewing materials (including a sewing machine), therefore the sewing option will encourage students to use a variety of techniques, including decorative stitches and adding buttons and beads.

Packs will be sent out with instructions and fabric. Finally, students will be set the 'Monster Toy' project, again with a no sew option.

### **Yr9 Textiles**

Packs have been sent home to each yr9 student - worksheets and fabric samples, so we can continue part of the scheme - covering fabric analysing. This has been adapted as designing and creating textile doughnuts the usual focus of the programme of study is not possible due to specialist sewing equipment required- needle, thread, fabrics. Instead pupils have been given the opportunity to paper weaving and possibility of developing into textile weaving.

## 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:

Key Stage 3,4 and 5	Five hours of work for each year group each day.  KS3 have at least 20 minutes' live instruction plus the additional independent activities that they complete  KS4 have between 20- 40 minutes of live instruction plus the additional independent activities that they complete  KS5 have between 40 minutes and 1 hour of live instruction plus the additional independent activities that they complete
---------------------	---

## Accessing remote education

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

The platform that we are using is Microsoft Teams. This enables us to conduct live lessons, set work through the assignment function. We can set low stakes testing with the quiz function, and both the assignment and quiz allow teacher to feedback to pupils.

In collaboration with Teams our teachers have been using other platforms including quizlet, Seneca, nearpod, BBC Bitesize, Oak Academy resources.

## **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:

We have allocated 209 laptops to pupils who do not have the technology at home to access online learning. This includes multiple laptops to families who have more than one child at our school so that they both can access their lessons.

All pupils with a statement have been bought a laptop as part of the support for the SEN need.

Any pupils who do not have access to the internet have been offered a place in school to access their remote learning. Any parents who have data based internet we have offered to apply for additional top ups from the DFE

## **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

Pupils in all year groups will experience a live portion of teaching in every timetabled lesson. This teaching will focus on a range from embedding knowledge, modelling and scaffolding, providing instructions, explanation of knowledge/concepts/skills, making abstract concepts concrete and question and answer opportunities to assess progress.

These live lessons will be accompanied and supported with specific work that has been planned by the teacher in keeping with our programmes of study. In addition to this resources from the Oak Academy, BBC Bite Size, utube, Senca, Quizlet, nearpod and other providers have been carefully chosen to support the pupils understanding and progression.

Our maths department are using Hegarty maths to support progression and understanding in maths and our English department are using Bedrock to help improve pupils reading and vocabulary.

We have recorded all our lessons so that pupils can revisit the lesson after it has taken place and use this to support any independent work that they are completing.

## **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?**

We expect all pupils to attend each live lesson and complete the work set. Parents are expected to support pupils with the completion of work if needed and also how to logon to the online platform and submit work. These instructions have been provided via a parental help booklet that all parents received and a help video that is one our website.

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

We check online engagement through registers that are completed by all staff after each lesson. Our Pastoral support offices then contact parents to check why the student was not in lesson and to offer any additional support that may be needed.

## 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:

The purpose of the feedback that teachers give will focus on the work that they have completed and how feedback given will impact on learning

### **Feedback will be given as either:**

- A score from a self-marking test that you will refer to at the start of the next lesson as a learning point
- Whole class feedback
- Written feedback

### **How should this feedback take place?**

Feedback can come in many forms, some of which are more time consuming than others, especially if you have lots of classes or lessons with a particular class. Therefore, it is important that we find ways of minimising workload whilst maximising the effectiveness of the feedback given.

Departments will use some of the following methods to feedback to pupils:

- Self-marking forms & quizzes as these provide instant feedback
- The use of Interactive online platforms such as Seneca that also provide instant feedback
- The creation of marking banks and rubrics in MS Teams as these can serve as a quick way of giving feedback
- Whole class or cohort feedback focussing on the common errors or misconceptions that can then feed in to be addressed in the following lessons. This was something that I know a lot of subjects use during 'normal schooling'.
- Video feedback in this way can prove highly effective in terms of teacher time and impact and therefore is well worth considering. In addition, any video feedback that feeds into your next lessons.

### **Using Video feedback has two advantages:**

1. The pupils will be able to re-watch and absorb your feedback at their pace allowing them to take this on board more effectively than they might do in real time during a live lesson and then apply it to any task that you have set (this is particularly beneficial for SEN pupils)
2. By recording the feedback after you have marked the work and posting this as the live lesson it will reduce the overall screen time for you so that the pupils have input from you over a video but you are free at that point not to lead the lesson live.

However, if you would like to conduct the feedback live and upload the video after that is an option as well

### **Written feedback/individualised feedback**

Not all feedback should be written this should be at the minimum for most classes and should focus on providing individualised feedback for the pupils when this is needed.

A good place to provide individualised written feedback could be on a summative task that pupils could do by the end of this half term or a number of lessons.

If you would like to provide that individualised written feedback through a video or voice note you can also do that.

### **Suggested approaches that could save time but give effective feedback**

1. Self-marking quizzes on forms, quiz let or Seneca that can generate marks and feedback
2. Voice notes can be made on the team's app on your phone or ipad that can be posted on your page for whole class feedback
3. Another way that you can give individual feedback is via a video message (recorded in your Teams). You can show examples of good home learning over your visualizer to help modeling and address any misconceptions. Pupils' work can be displayed on a screen in the video with pupils being given "shout-outs" to praise their work. The video should focus on both the strengths of the pupils work and any misconceptions that were present. It would then be good to pose a question/activity which allows the pupils to practice the key areas of improvement laid out in the feedback.
4. Whole school feedback sheets can be completed and uploaded onto assignments as well as using the rubrics function in assignments to allocated feedback based on common misconceptions.

## **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:

The SEN department have been in contact with families to provide support on the effective use of Teams. During lockdown one pupils were identified and invited into school to help them understand and navigate our Teams platform where necessary. A key worker has been identified to all parents with a weekly support phone call and an email address for communication, as and when support is needed.

Literacy and Numeracy online intervention packages have been sought and pupils can access these from the devices provided by school. During the weekly key worker chat there is a conversation around support for the family and where necessary sign posting to relevant agencies. If no participation or contact can be made visits take place by the designated safeguarding lead.

## **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?**

If a child is self-isolating during the lockdown and are well enough they can attend online lessons and access the work set. If they are unwell and have to catch up with the work all live lessons are recorded for the pupils to view and they can complete and submit the work when they are better.

Outside of lock down teacher will post all work that the pupils in the class have complete with resources to support the pupils understanding.