

# St Martin's School

Traditional Values, Learning for the Future, Outstanding Personal Achievement



To inspire and empower all our students to realise their full potential and

**'Be The Best They Can Be'**

**REMOTE LEARNING PROVISION**

**JANUARY 2021**

## **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 document.

### **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?**

- We will always aim for work to be set following their usual curriculum and timetable. Students will need to check their school emails every day, ideally before school starts to be ready for the school day.

#### **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?**

- Our objective will always be to teach the same curriculum remotely as we would be doing if pupils were in school. However, there may be a need to make some adaptations in some subjects. For example, some subjects may need to revise the order in which certain topics are taught and those with a practical element for example PE, Technology and Music may need to focus more heavily on the theoretical aspects of their courses until access to specialist equipment and resources is possible.

## 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 blended learning approach will take pupils broadly the following number of hours each day:

Key Stage 3	<ul style="list-style-type: none"><li>• 2 - 4 hours</li></ul>
Key Stage 4	<ul style="list-style-type: none"><li>• 3 - 5 hours</li></ul>
Key Stage 5	<ul style="list-style-type: none"><li>• 4 - 5 hours</li></ul>

## Accessing remote education

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

- Teachers will aim to teach 75% of 'live' lessons on Microsoft 'Teams'. These 'live' lessons will be at least 30 minutes in length. The other 25% of lessons will be delivered through independent learning tasks posted in the school's Self-Isolation Folders. This can be accessed through the school website.
- Students will be able to access all live and pre-recorded lessons using Microsoft Teams. All students received training on this during the Autumn Term 2020.

### 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:

- Possible provision in school if necessary. Parents should contact the relevant Head of Key Stage or Head of Year if they wish to discuss this option.
- The school has provided laptops for all PP/SEND students and has been very accommodating in all requests made.
- Providing digital access where this is difficult at home – laptops, SIMS cards and memory sticks may be provided upon request.

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

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

- Live teaching. Online lessons via Microsoft 'Teams'.
- Pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Lesson plans accessed via the Self-Isolation Folder.
- Accessing GCSEPod. Every student at St Martin's has access to this learning platform.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, e.g. Corbett Maths, BBC Bitesize etc.

## **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

- It would be helpful if parents and carers could support their child by ensuring that they have somewhere quiet to work and providing them with a structured daily routine.
- We recommend that students work a normal school day, following their timetable in the order in which they would usually have their lessons.
- It is also important that parents and carers monitor that children are having regular screen breaks. We ensure that there are 5-10 minute breaks between each live lesson to enable students to leave their screens.
- If a parent or carer is concerned about their child's engagement with remote learning, they should contact the appropriate Head of Year.

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

- Registers are taken during all live lessons. These are analysed by the pastoral team who contact parents/carers if there is a concern. The SENCO contacts the parents of SEND students.
- Subject teachers also monitor the completion of tasks and engagement in lessons. If there is a concern, subject teachers email the student in the first instance. If the student does not respond within twenty-four hours and/or there remain concerns, the teacher refers the matter to the relevant Head of Key Stage or Head of Year.

## **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 student work is as follows:

Pupils will receive feedback through the following forms of assessment:

- Formative class / 1:1 verbal feedback during live lessons
- Multiple choice questions
- Self- assessment with marks fed back to the teacher
- Microsoft 'Teams' assignments
- Office 365 email conversations
- Quick surveys and polls
- Short, sharp half-termly assessments

## **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 work with parents and carers to support those pupils in the following ways:

- Each ECHP pupil has a key worker who has daily contact with them and is able to offer support if difficulties occur.
- Where it is not possible to support ECHP pupils with remote learning at home, they may be offered a place in school.
- Some SEND students receive regular (daily, three times a week or weekly depending on need) phone calls from the SENDCO and/or Heads of Year.

## **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?**

- Provision will be in line as described in the rest of this document. Teachers are informed of pupils who are self-isolating on their first day of absence from school and provide live or recorded lessons from at least day two.
- Lessons will be always be posted on the Self-Isolation Folder so students can stay engaged with the series of lessons they are likely to miss in school.

**St Martin's School**

**Senior Leadership Team**

**January 2021**