

Bellerive FCJ Catholic College

Remote Learning Provision



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?

We will inform our teaching staff as soon as possible once students are sent home to begin remote learning. Teachers will begin setting remote learning tasks from the next full teaching day after the students are sent home. Teachers are reminded on a daily basis as to which students are remote learning and are thus able to plan accordingly. Tasks set will be sufficient to occupy pupils for their appropriate lesson time with additional homework set as appropriate.

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, there will need to be allowances made for the practical elements of subjects such as Science, Design and Technology, **Food, PE** and Art.

We will ask that teachers follow the agreed departmental schemes of learning and the curriculum content is delivered in the same sequence as it would be in school unless there are specific reasons for deviating from this. Students will continue to be prepared for all relevant assessment points

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:

Students in Y7-9: They will follow the same timetable of lessons for the school day. This will equate to 5 hours of set work across the school day

Students in Y10-13: As above but some additional revision and consolidation tasks may be set which will involve students spending some time in private study in the evening as would be the case in normal circumstances.

Accessing remote education

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

The main platform for sharing remote learning resources for students will be ClassCharts (www.classcharts.com) . A link to this site is on the school website homepage (www.bellerivefcj.org). Students are also asked to check their school email on a daily basis (www.office.com)

All students have been reminded of their passwords for all relevant platforms. If they have a problem with access, please email knightk@bellerivefcj.org or contactus@bellerivefcj.org

Interactive lessons will also take place via Microsoft Teams (as per the remote learning policy) and invitations to these lessons will be emailed to all students involved.

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 conducted surveys of the student body to ascertain whether there are any issues with IT access. Where there are issues, we have allocated laptops and tablets from the supplies provided by central government. We would encourage any family who have issues with devices to contact school via contactus@bellerivefcj.org or knighth@bellerivefcj.org
- We are also aware that some families have issues with internet connectivity. We have limited stock of some devices that enable an internet connection (for example, routers or dongles). If families have issues with this, please email us as outlined above
- Through the <https://get-help-with-tech.education.gov.uk> website, we will support parents/carers if they feel they qualify for additional data
- Printed materials can be requested and a member of staff will work with the relevant families to assess how this issue can be managed.
- Where internet access is not available, completed work can be dropped into the school reception with clear instructions as to who the student in question is and the subject teacher involved.

How will my child be taught remotely?

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

We have asked all subjects to adopt a blended approach to remote learning across all subjects and all key stages

Some examples of remote teaching approaches:

- We have asked that each class has at least one live teaching (Microsoft Teams) lesson per week of remote learning . For those in examination classes, the likelihood is that Teams lessons will be more frequent than this
- Some departments will ask students to access recorded teaching (e.g. Oak National Academy lessons, or Microsoft Teams recordings made by teachers)
- All students in Y10 and Y11 have access to www.gcsepod.com and www.my-gcscience.com. All students also have access www.sparxmaths.com which provides video clips and questions for all key KS3 & KS4 maths topics.
- Work is set for all students per day of remote learning in line with the school timetable

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 students to be ready for remote learning between 8.45am and 3.20pm. We advise that they take breaks as they would do in the conventional school day (11.05-11.25am and 12.25-1.20pm)
- We ask parents to do their best to ensure students have a quiet place to work and that distractions are kept to an absolute minimum.
- Where possible we ask parents to monitor their daughter's use of mobile/tablet devices for non-school related activity during the school day. We appreciate that this is very challenging when parents work themselves.
- Students are asked to ensure that they do not enable their camera when attending Teams sessions
- Students will be asked to adhere to the school's acceptable use policy in terms of use of school equipment and conduct generally when using online platforms

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

- We will ask teachers to complete a weekly remote learning engagement exercise which will require them to identify students who have not engaged effectively with remote learning
- Where concerns are identified, we will ask subject leaders, heads of year and senior staff to work with individual students and their families

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:

- Teachers will mark work following the school assessment and feedback policy
- Students can expect detailed feedback on assessment tasks in line with the assessment and feedback policy
- Each subject has a bespoke approach to assessment but it would be reasonable to assume that at KS3 (Y7-9) written work will be set and marked on a weekly basis for subjects which have 3-5 lessons per week and once per fortnight for all others
- For students in Y10-13, feedback will be at least as frequent as above and possibly slightly more frequently

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 ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaise with organisations to make any alternate arrangements for pupils with EHC plans
- We will identify the level of support or intervention that is required while pupils with SEND learn remotely.
- We will ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period
- Students who have been identified as vulnerable will be strongly encouraged to attend school as part of the Key Worker and Vulnerable provision already in place
- Work will continue to support EAL students through online sessions
- We will also endeavour to continue 1-1 tuition for vulnerable groups through online support

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?

We have asked that teachers set work on the same basis for students in this group as would be the case if a whole year group was self-isolating. Staff will endeavour to bring smaller groups of students into class teaching via Teams where possible.