

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education at STA, 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 document.

The remote curriculum: what is taught to pupils at home

A student'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?

An individual student:

If a student is sent home from school with symptoms of coronavirus or it is reported to us that a student is isolating in line with Government guidelines, classroom teachers will set work on Satchel:one.

This work will reflect what is being taught to their peers in school.

If students are unable to access Satchel:one from home, St Andrew's will endeavour to lend a laptop and as a last resort provide paper-based work.

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 with adjustments to allow for the change in delivery of lessons.

For students whose parents and carers have requested paper copies of work, we send work in a two-week basis and this reflects the topics studied in school. However, these do move away from the exact curriculum to mitigate for the lack of teacher explanation and modelling.

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:

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| KS3 (students in year 7, 8 and 9) | 5 hours |
| KS4 (student in year 10 and 11) | 5 hours plus 1 hour student-led (revision, reading, research, completing coursework and/or extension and enrichment tasks) |

Accessing remote education

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

All student work is set on Satchel:one, an internet-based site which is personalised to each student. Student have logins, parents have separate logins and are able to see what has been sent and how their child has engaged.

Student logins for Satchel:one are: username@st-and.co.uk and their own password. If students have difficulties gaining access to their Satchel:one account, parents/carers should contact school reception or their child's Head of Year.

All students have an STA Office 365 account allowing access to online versions of Word, Excel, PowerPoint and Teams. Students can log into their Office 365 accounts by searching 'office 365 login', their username is the same as Satchel:one and their own password.

Some students have used MS Teams in school, particularly KS4 students. Some work will be completed on Teams, but it will always be posted on Satchel:one so that parents and carers have an overview of they work being set.

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:

STA have worked hard to ensure we know which families do not have access to a digital device, but encourage any parents/carers to contact Heads of Year to discuss any changes in circumstances.

Where possible, students will be lent school laptops when a user agreement is signed by the parent/carer. Parents/carers should contact their child's Head of Year to organise this where contact has not already been made or circumstances change.

Any DfE funded laptops will be lent to students who are most vulnerable and/or a CLA. The students Head of Year will work with the family to access any offers of support from the local community.

Where a student does not have access to a digital device, STA believe them to be 'vulnerable' as they are not accessing formal education and will fall behind with work quickly widening the gap between them and their peers. These students will be offered a full-time place in school.

If all of the above has been exhausted;

Where securing a digital device is not possible, teaching staff will provide paper based work which will be sent home on a fortnightly basis. Parents/carers are asked to return completed work in the return envelope provided.

Where internet data is an issue, Heads of Year will support families by directing them to network providers who are offering free or increased data.

How will my child be taught remotely?

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

STA will mainly be using recorded lessons called 'learning windows' these allow students to access the learning outside of the timetabled time. The aim is to support families where not every child has their own device and where it is difficult for children to follow their timetable exactly.

Learning windows are short recorded lessons when the students regular teacher will plan a lesson, teach any new concepts, provide short tasks with answers, provide links to current resources such as Oak Academy, SENECA, Dr Frost maths.

Each learning window will end with a review of learning using MS Forms software, this allows the teacher to make assessments of the extent to which students have

understood concepts and identify misconceptions which will be re-taught in future episodes.

Some teachers are opting for 'live lessons' where student will be directed to MS Teams to engage with the teacher in real time. Every live lesson will be recorded and made available to student who intend to access the work later in the day (*Teachers at STA will not be directed to lead live lessons, this is voluntary*).

Printed paper packs produced by teachers (e.g. workbooks, worksheets) for students who are unable to attend the in-school provision and who do not have access to a device. **This provision is available for a very limited number of students.**

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?

All students are expected to engage with all timetabled lessons. Heads of Year and SENCO will have oversight on any adjustments to learning for individual students.

Where engagement is not evident, individual teachers will send a reminder to students via Satchel:one.

Teachers will keep the 'assess' tab up to date for classes (there may be a 24 hour catch up period as staff work through submitted work).

Parents and carers are requested to use their Satchel:one login to monitor their child, specifically where 'submitted/not submitted' has been entered by the teacher.

At regular intervals, teaching staff will record an 'engagement score' (1-4 similar to our normal 'attitude to learning' scores. These will be sent home on a fortnightly basis with English, maths and science being reported on in every cycle and other subjects less often.

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

Teachers will check engagement daily and will contact student via Satchel:one to offer help.

Your child's Head of Year or the SEN department will contact you when we become concerned about a child's engagement. These will always happen in fortnightly cycles as a standard.

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 regularly provide feedback each lesson via Satchel:one comments, this matches the type of verbal comments children would get in class.

Teachers may direct student to access known resources that self-mark such as Dr Frost, SENECA.

Student may be asked to complete a quiz at the end of the lesson which will also self-mark answers to questions set by their individual teacher.

Teachers will provide detailed feedback when they mark work in line with the school policy and are not required to provide 'marked feedback' or 'mark' every piece of work.

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:

Students who have an EHCP have been invited in to work in school.

Student who have SEND and require extra support will be offered specialist support working with SEND staff and teachers in school. They will be based in the SEN room.

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 student is sent home from school with symptoms of coronavirus or it is reported to us that a student is isolating in line with Government guidelines, classroom teachers will set work on Satchel:one.

This work will reflect the curriculum being taught to their peers in school.

Children should submit their work on Satchel:one for teachers to respond. And marking and feedback will be completed in line with school policy.