

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

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?

At St. Augustine's, during the limiting of school attendance, we are using a mixture of live lessons and teacher set tasks to educate children remotely. We aim to deliver some live content for the majority of lessons but will also use carefully planned tasks to promote independent learning.

Information on how to access Google Classrooms (our online platform for remote learning) is on our school website. We used the Autumn term of 2020-21 to prepare pupils for this and they have been accessing 'classrooms' during this time.

Pupils are expected to log-on to their form classroom at 8.55 every morning for registration and then the 'school day' will follow the usual timetable. The 'lesson' will be posted in the classroom 'stream' or as an assignment. Lessons will be approximately 50 minutes long with additional tasks.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate.

At KS3 (Years 7 to 9) we are broadly following the usual school curriculum. An overview of this curriculum can be found on the school website. Adjustments have been made to adapt lessons so they are more suitable to the online learning environment. Some departments have also tweaked the order of their curriculum to make use of the resources provided by Oak Academy.

At KS4 (Years 10 and 11) all subjects are continuing to teach the GCSE syllabus.

Physical Education is being delivered through pre-recorded videos and tasks within timetabled lessons.

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 (Year 7, 8 and 9)	We will provide 5 hours of remote education per day.
Key Stage 4 (Year 10 and 11)	We will provide 5 hours of remote education per day.

Accessing remote education

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

St. Augustine's has opted to use Google Classroom as our online learning platform. Pupils have been invited to classrooms for each of the subjects they would usually take in school. They also have a registration classroom.

Live lessons will be delivered through Google Meets, accessed through Google Classrooms. Assignments and tasks will be set, handed in and, when appropriate, marked with feedback through Google Classroom.

Details on how to access Google Classroom (including how to access, how to contact teachers and how to check for work set) are on the school website.

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:

During the first week of school closure our Pastoral team contacted families to check in, and will continue to do so at three to four week intervals. Monitoring of pupil attendance and engagement in lessons is ongoing and where pupils are failing to attend a number of lessons school are contacting home.

If parents have any issues with accessing online learning they can contact school to discuss possible solutions. Solutions may include:

- possible issuing of laptops or devices that enable an internet connection
- access to printed materials if pupils do not have online access
- submission of work to teachers for pupils who do not have online access

How will my child be taught remotely?

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

Some examples of remote teaching approaches used at St. Augustine's:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, Corbettmaths videos, teachers own video/audio recordings)
- textbooks accessed via Kerboodle (online resource)
- use of websites such as Quizlet
- flipped learning tasks to promote independence
- tasks such as research tasks

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?

In October the school emailed out the Online Home Learning Protocols (this is also on the school website). The document outlines expectations about pupil behaviour and effort whilst engaging in remote learning, including expectations around live lessons. Parents can support us by helping to ensure that pupils maintain the standards of behaviour and engagement outlined in the document.

It is the intention that pupils can and should work independently of parental support as much as possible. We would be grateful if parents would help their child to get organised for each day and, when possible, check to ensure they have attended live lessons and completed work set.

Where parents feel they need to support pupils with specific tasks, they are welcome to do so, provided the work submitted is the pupil's own work, so that we get a true picture of pupils' learning. Pupils can contact their teachers through messaging/emailing on Google Classroom if they need additional guidance.

Pupils should structure their day to ensure they attend live lessons. Our recommendation is that pupils complete the work for non-live lessons when that lesson would have taken place in school.

If parents have any concerns about remote learning they should contact school to speak with the appropriate member of staff.

In individual cases, we may contact parents to ask for their help in ensuring that their child's engagement and conduct meet our expectations.

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

We will monitor attendance at live lessons, submission of specific pieces of work, and access to resources.

Where pupils are not accessing work in a subject the Head of Faculty may contact pupils and parents by email or telephone to address concerns and offer and ask for support.

If attendance and engagement is an issue across several subjects, the Pastoral Team may contact pupils and parents by email or telephone to address concerns and offer and ask for support.

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:

Feedback will take various forms, as determined by subject teachers:

- In-lesson dialogue, verbally and using the chat function
- Individual feedback on tasks submitted on google classroom
- Whole class feedback, based on a review of a class's work
- Self-marking Google Quizzes
- Self-marking tasks on online platforms such as Quizlet
- Marking of exam-style questions using Google Classroom

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:

A number of strategies may be employed to support pupils with individual educational needs. These strategies will be decided on an individual basis and through discussion with parents / carers.

Strategies may include:

- differentiated teaching and learning resources
- nurture intervention sessions delivered once per week for some pupils
- regular communication home with parent / carers of pupils with EHCPs
- continued collaboration with external agencies working with identified pupils in school
- Teaching Assistants offering individual support for pupils via one-to-one / small group sessions where appropriate
- wellbeing check ins where appropriate

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?

In the event of individual pupils or groups of pupils self-isolating remote learning will continue to be delivered though Google Classrooms and set within 24 hours of the lesson taking place.

The majority of work will be set via 'classroom assignment', whilst tasks may be adapted for suitability to remote learning they will remain as close as possible to the work taking place in school.

Some teachers may deliver through live lessons whilst teaching the remainder of the class in school, this approach will be dependent on the nature of the lesson and the technology available.