

## Remote Teaching at Notre Dame High School

A summary for Parents and Pupils (last updated 22/01/21)

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### What if my child has to self-isolate whilst the majority of their class remains in school?

Work will be set via Google classroom without you or your child needing to request it. We ask pupils to join each of their classroom teacher's Google classrooms. New work will then trigger a notification to your child's NDHS email address. You and your child can liaise directly with teachers regarding the work set i.e. by email in the first instance (as our teachers are moving around the school site during the day and access to phones is limited as a result).

### What if my child's year group or the entire school is sent home?

We will use a 'blended' approach featuring a mixture of live sessions delivered over Zoom, combined with work set via Google classroom to be completed outside of these sessions. We recognise that live sessions bring both advantages and disadvantages, therefore they will:

- Take place within your child's normal teaching timetable, so that subjects do not 'clash' with each other.
- Be 1 hour in duration but be limited to 30-40 minutes of direct teacher input for Years 7 to 11, with one live session per subject per week for a defined group of subjects (see below).
- Also include periodic form time and year group assemblies (some of which may be pre-recorded).
- Be subject to a Protocol covering pupil behaviour and parent involvement, to be issued at the point where a year group is asked to work from home.
- Be recorded and uploaded onto the google classroom to mitigate for any obstacle preventing a child from joining live.

KS3 (Year 7-9)	KS4 (Year 10-11)	KS5 (Year 12-13)
The total school work set per week will be 25 hours  The majority of these hours will be tasks, which can be completed at flexible times in specific subjects. Though we would recommend students keeping to their timetable  The minority of these hours will be 1-hour live sessions in the following subjects English, Maths, Science, History, Geography, RE, MFL	The total school work set per week will be 25 hours  The majority of these hours will be tasks, which can be completed at flexible times in specific subjects. Though we would recommend students keeping to their timetable  Pupils will receive 1-hour of live sessions for each of their GCSE subjects per week.	Pupils will receive the 'normal' volume of work set per week  Pupils will receive a 1-hour live session from each of their subject teachers per week.

### How quickly will remote teaching 'kick in'?

In the event of an entire group or the entire school being sent home, remote learning via google classrooms would begin the next day, with the live zoom aspect of our remote provision commencing the day after.

### What are the school's 'essential features for any future remote teaching and learning?

Principle	What does this mean in practice?
<b>Prioritise no child being left behind</b>	All staff will prioritise / own the full engagement of all pupils with remote teaching and collective worship, for example by consistently recording positive and negative engagement with work set in 'My Child at School'.
<b>Deliver the essential subject knowledge, realistically</b>	<p>We will teach using an achievable blend of live and asynchronous delivery.</p> <p>We will continue to follow our school curriculum, though individual subjects may choose to narrow topics to key content and threshold concepts as appropriate and may move units within their curriculums, where it is deemed best to do so for learning remotely.</p> <p>We will provide work which can be completed 'offline' where possible, encouraging a healthy balance between screen time and paper-based work, without the need to print large numbers of individual files, to allow for the home environment.</p> <p>For prolonged periods away from school, each subject would focus on teaching the 'essentials well', over 100% coverage of our normal curriculum.</p>
<b>Deliver the essential subject knowledge, effectively</b>	<p>Our remote teaching will prioritise quality of explanations and ongoing assessment of what each pupil has learnt and understood, to shape the work being set and taught.</p> <p>We will periodically assess using a range of tools including quizzes. Pupils will receive their standard entitlement to written feedback as per school policy.</p>
<b>Pupils participate in collective, live, worship</b>	There will be form group activities and periodic year group assemblies / activities, although these will typically be weekly rather than daily.

### What are the expectations of students working remotely?

Just as in school, pupils are expected to complete all tasks set by their teachers and partake in all live zooms.

We recognise that some households will face obstacles that prevent pupils from participating in every live zoom lesson. When this is the case, we would ask that it be communicated to the Head of Year if it is going to be an ongoing issue and to the class teacher, if it is a one-off. All teachers will place recordings of their live zoom lessons onto their google classroom, to mitigate for any pupil difficulties in accessing the live zoom lesson.

We have also issued guidance on our website to pupils, parents and carers on our zoom protocol, which can be found here

<https://www.ndhs.org.uk/attachments/download.asp?file=434&type=pdf>

If a pupil is finding a piece of work challenging and needs further guidance, we would ask them to contact their class teacher via email. However, if this were the case across a number of their subjects we would ask parents and carers to contact their child's Head of Year or our SENDCo Mrs Kelly Aldred if their child was on the SEND register.

Guidance on how parents and carers can support their child at home with remote learning can be found on our website, in the following location

<https://www.ndhs.org.uk/attachments/download.asp?file=408&type=pdf>

### **How will we monitor student engagement in their remote learning?**

The primary tools we will use to check student engagement in their work is through attendance to live zoom lessons and the uploading of key pieces of work.

Weekly reports will be generated on both and analysed by the leadership team and Heads of Year. This will enable the school to identify any student where engagement is a concern.

If a concern is noted a letter would initially be sent home, explaining to the family why there is a concern, whilst at the same time offering support.

The student will then be monitored over the next week with the expectation that the student's engagement will meet the schools expectations. If this does not happen, the Head of Year or Pastoral Support worker for the child's year group will telephone home.

### **How will we assess students work and progress?**

We will assess students work in a variety ways. Firstly, just as our remote provision follows our in school curriculum it also follows our in school assessment model. Therefore, pupils will be asked to submit key assessments electronically, just as they would in school, with assessments being marked in line with subjects existing marking policies.

Beyond key assessments, teachers just as in school will assess and feedback to students in a variety ways through:

- Automated quizzes
- Digital platforms such as MyMaths
- Whole-class feedback
- Formative assessment in live zooms

### **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, 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:

- Any student with an Education, Health and Care Plan (EHCP) will have their individual risk assessment completed to enable all care and support to be offered; reviewed half-termly. This will enable them to access school as part of the 'vulnerable and key worker' group. This may be in either a part time or a full time capacity.
- The SENDCo will brief all curriculum departments on the need for differentiated and accessible alternatives to the work set on Google Classroom, should parents or carers not be

in a position to support them, or pupils are not able to complete it without their usual in school support.

- The SENDCo will liaise with Assistant Head who oversees vulnerable students and the Pastoral Team, to ensure that regular emails or phone calls take place to 'touch base' with families, should any school related issues arise.
- To provide bespoke work for those children with complex needs whose EHCP outcomes state that they should have accessible learning and resources or intervention – this is delivered via the SENDCO and / or Learning Support Team. Any specific resources that need to be printed on colour paper or in an enlarged font, will be posted home.
- That planned EHC plan reviews will still take place remotely, recorded and actioned with County as usual. County Coordinators are still available for advice or present at any meetings.
- Those pupils with SEND that are in school as part of the vulnerable or key worker group, will be supervised by staff that are aware of their needs and are able to ensure that they have the correct educational provision for tests and assessments i.e. 25% extra time etc.
- Any parent or carer whose child has SEND, is able to contact the SENDCo to ask for advice or support on a daily basis:

[kaldred@ndhs.org.uk](mailto:kaldred@ndhs.org.uk)

### **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:

The school will aim to loan students a laptop if they do not have a suitable device at home to access online learning. Additionally, we can support those families who do not have access to the internet by issuing them with a USB wireless 4G router. Parents can request IT equipment to support remote learning via this request form or by telephoning the main school reception.

<https://forms.gle/St2g7wA4nJsZQbEB7>

Parents should contact the appropriate Head of Year to request printed materials, if necessary. Additionally, if students need to submit work, but do not have online access, the Head of Year should be contacted to arrange a suitable system via post.

Heads of Year will be monitoring student engagement with online learning. If they identify an issue that may indicate that students have access issues, parents will be contacted and support will be offered.

### **What if the majority of a given teaching group are sent home?**

The blended approach will also be used on a class-by-class basis, where 60% or more of the class are sent home. This can result in:

- Pupils at home receiving entirely google classroom-based work in subjects where less than 60% of their classmates are also at home, whilst receiving the blended approach in their other subjects.
- Pupils at school following the blended approach in some subjects, under their teachers' supervision and in person support.

### What principles are plans for any future remote teaching based on?

Our remote teaching rationale remains broadly similar to what we shared with you last term – [see here](#). However, we received feedback during the previous national lockdown from pupils, parents and our teaching staff regarding the challenges of remote teaching and learning. The following challenges have informed our planning for potential future remote teaching:

Pupils and parents	Teachers
<ul style="list-style-type: none"> <li>• Regardless of how teaching is delivered, pupils cannot complete as many hours of learning per week working at home, as they do in school</li> <li>• Motivation for remote learning is challenging to maintain if delivery is entirely via google classroom</li> <li>• Live sessions, whilst potentially useful for motivation and other factors, create pressure on (shared) home IT equipment and logistics</li> <li>• Some homes are without IT equipment or a reliable internet connection</li> </ul>	<ul style="list-style-type: none"> <li>• When required to work from home, require a degree of flexibility if caring for dependents</li> <li>• When required to work from home, some home are without a reliable internet connection</li> </ul>

In the event of any future periods of remote learning, we will continue to survey pupils, parents and our teaching staff to ensure that remote learning supports the needs of our entire school community.