This information is intended to provide clarity and transparency to pupils and parents/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?

In the event that pupils are sent home, school will switch to providing lessons via TEAMS with immediate effect – we have worked hard to ensure all pupils have login details and any concerns around this should be addressed to covid@sjcs.org.uk

We have done this successfully when having to send Year group home bubbles in the Autumn half-term and have been working hard to improve access where we are made aware of difficulties. On our website there are video guides/tutorials to help parents and students to be able to access remote learning. Use this link to find the Remote Learning page http://www.sjcs.org.uk/Remote/

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. However, we have needed to make some adaptations in some subjects. For example, in the practical subjects, such as Food Technology or Product Design, teachers are adapting sessions to provide a more theoretical approach to study. In PE, for example, teachers are signposting students to ways to maintain a healthy lifestyle and undertaking PE challenges as part of their curriculum offer.

Remote teaching and study time each day

We expect that remote education (including remote teaching and independent work) will take pupils broadly FIVE hours each day.

Accessing remote education

We are using Microsoft TEAMS to deliver our remote learning. If Departments are using other online platforms, they will indicate this on the TEAMS meeting and assignment details. For example, Science will be using SENECA Learning to support their teaching.

If you are unsure about access to any of the other learning platforms we have been using, email covid@sjcs.org.uk and we will resolve any access issues as they occur.

If my child does not have digital or online access at home, how will you support them to access remote education?

We have been sending communications to ask parents if there are any issues with accessing learning online and have already loaned a number of devices.

Where we have had responses from families we were not aware of, we can issue laptops we have received from the DfE. We have also managed to source laptops from The Wiltshire Digital Service, The Catenian Association and are grateful for the donations from the community.

If you need support, please email covid@sjcs.org.uk and we will arrange for you to contacted and provide we have one, will arrange for you to collect a laptop safely and explain what you need to do next.

Where there are internet connectivity issues, we have a small number of routers and dongles that we can loan to allow your child to engage remotely.

We have made provision for some families who have requested printed materials and packs of work to have these either dropped off or sent – we keep this drop-off request/service under review and we will do our best to continue this, staff capacity allowing.

For pupils who cannot submit work to their teachers online, we are asking that work be kept in books, where possible it is photographed and emailed. If this is not possible, where packs of materials are being taken home, work can be collected BUT only if completed on file paper/in work packs provided as this will need quarantining.

How will my child be taught remotely?

At St Joseph's Catholic Secondary School, we use a blended learning approach. This means that we use a mixture of the following:

- Live teaching (online lessons), often with a minimum of 15 minutes initial input before students can tackle tasks.
- We have found that students are becoming anxious about keeping up and completing tasks and parental feedback has been that 'having time to complete activities' in the lesson so students are not worried about or feeling the need to 'finish off' work not done in lesson time. We believe that spending longer than the allocated times on screens is detrimental to students and staff well-being and so are working hard to pace sessions accordingly and to ensure productive outcomes in the scheduled time.
- Recorded teaching (e.g. video/audio recordings made by teachers or Oak National Academy lessons)
- We are finding that a blended approach works best for the vast majority of learners – our students indicate that they tend to enjoy their teachers' lessons as they are with 'familiar' faces and voices and this is both reassuring and provides continuity with their learning journey
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Use of websites and platforms we have already subscribed to, as well as supporting our teaching of specific subjects or areas with video clips, quizzes, or podcasts
- Short-term project work and/or internet research activities in some subjects where direction and lesson input is given, independent time provided and then monitoring, consolidation or extension tasks provided according to progress and support

Engagement and feedback

We expect our students to engage with their learning and for parents to support us in encouraging their children where this is not happening.

We have developed an initial point of contact for those who are not managing this so that we can support, encourage, and rectify non-engagement.

We have provided tips and daily routine resources to help parents to support their child/ren and have offered 1:1 calls and TEAMS meetings to remedy situations that are harder to resolve.

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

We have developed a Remote Attendance Tracker which collates daily information based upon a child's interaction with TEAMS – it registers a log-in, a submission of work, a post in a chat or an opening of a resource.

The tracker is viewed daily by staff and in the first instance a form tutor will contact to register a concern, ascertain what support, if any, is needed.

If the situation has not altered once the problem has been identified, this will be escalated to the Director of Learning who will follow up with a call and/or email to parent/carer.

Where persistent non-engagement occurs, a member of the Senior Leadership Team will contact – conversations with parents and carers are always intended to be supportive and solution-based.

We ask our community to be mindful that we understand how difficult learning form home is and we try to be sympathetic and empathetic – no one situation is ever the same. However, we reserve the right to ensure that a child is not at risk in any way, and it is not unusual for a member of the safeguarding team to call *anyone at any point*.

We are firmly committed to ensuring that the curriculum offer, even if it is remote, is as good as it can be, and all children are entitled to this offering and this must not be neglected or overlooked.

Where we identify issues, our pastoral staff are already working hard to overcome anxieties, barriers to learning and are supporting parents to support us as we deliver the curriculum during the lockdown.

How will you assess my child's work and progress?

Where online, students will send a digital copy. This may take a range of forms, according to the task but also depending upon the accessibility at home.

Teachers will post a comment in TEAMS assignments on submitted work, record feedback during live lessons in the chat function, via Microsoft Forms, polls or individual comments, including short-term and immediate feedback via stickers or Likes when answers are shared.

Where work is emailed, teachers will be using their school email address to respond.

Teachers are using the feedback in TEAMS to record progress via the options in assignments, so, for example, a task may be marked out of a number.

We have listened to our students' feedback, and they have asked that we continue to use Achievement points for work that is well done – these APs are recorded in SIMS and parents can see this still via the parent gateway.

Additional support for pupils with particular needs

For our SEND pupils, where identified, differentiated work packs have been provided.

Parents who have had difficulty have been in contact via school reception and/or via covid@sjcs.org.uk and we would encourage anyone who needs support to get in touch.

Teachers have been working via CPD programmes on means to 'chunk down' and provide access for all learners and remote learning has meant that even more careful planning is occurring.

Our EHCP students who are remote learning have weekly check-ins with the SENCO (and a dedicated place if their situation alters and they wish to access support at school).

We have sent the LA circular letter to all EHCP students about what is on offer and who to contact at school and outside, if necessary.

Remote education for self-isolating pupils

In the event that the school is operational but a child is self-isolating, where they are fit and able to do so, they can access their learning via work packs that are sent home or, where feasible, via a live or recorded lesson.