

## 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 during the current lockdown or following that, for any pupils who are required to self-isolate for a period of time.

### Accessing the curriculum remotely

The main platforms used are **Microsoft Teams** and **Zoom**

At Ellesmere Port Catholic High School we are well prepared to provide immediate remote education to any pupils who are required to self-isolate for a given period of time, to larger groups of pupils who may be required to self-isolate or, as is the current situation, to the whole school during a period of lockdown.

We have developed systems to enable teachers to immediately set work that is meaningful and ambitious and that broadly follows the curriculum pupils would receive whilst attending school.

The main platforms we use to deliver the curriculum are Microsoft Teams and Zoom. All pupils have been provided with access to these platforms. They also have access to other learning platforms such as Hegarty Maths, SAM Learning and Seneca.

We have worked closely with parents and carers\* to establish if there are any barriers to accessing the remote learning platforms. We have provided a significant number of laptops (to pupils who required them) and mobile wifi devices to families who required them. Following the surveys if you feel that you still have problems accessing the remote learning platforms please contact the school who will be able to give you advice and support. If the query relates to an issue such as being unable to access Microsoft Teams or Zoom then please email our IT support at [helpdesk@epchs.co.uk](mailto:helpdesk@epchs.co.uk)

In the short term, or where accessing the platforms remotely continues to present barriers we will provide paper based work in the form of text books and worksheets that pupils can complete at home.

We recognise that learning remotely through digital platforms may not be suitable for a very small number of pupils. Where this is the case these pupils have been assessed individually and are able to attend school alongside those who have parents who are key or critical workers.

\* We surveyed parents in each of the previous terms (spring, summer and autumn of 2020). We are currently supporting the few remaining families who still require assistance with the supply of IT equipment.

### The remote curriculum: what is taught to pupils at home

Using the remote learning platforms we aim to deliver a curriculum that is broadly in line with the curriculum pupils receive when attending school. Pupils should expect work that continues to extend their learning following their normal timetable. You can expect your son or daughter to receive a blend of live or pre-recorded lessons or work to complete work independently during the day.

Here is what you can expect:

*The English Department's remote learning follows the schemes of learning at key stage 3, adapted for online learning and includes pre-recorded lessons. Pupils are offered the opportunity for a Zoom meeting once per week with their class teacher, and feedback is given weekly on work. At key stage 4 and 5, pupils have access to a combination of live lessons, pre-recorded lessons and adapted resources in order for them to complete their GCSE and A Level courses online.*

*The Mathematics Department's remote learning provision incorporates the Schemes of Learning at Key Stages 3 and 4, adapted for online learning, with a combination of live Zoom lessons at the usual*

*lesson times and tasks assigned on HegartyMaths which include a video explanation. At Key Stage 5, all lessons are live on Zoom at the usual lesson time. All pupils can contact their maths teacher using the chat facility on Teams during the school day, or through HegartyMaths where the query relates to a particular question.*

*At key stage 3 the Science Department's remote learning consists of a combination of live lessons on Zoom, pre-recorded lessons, adapted resources, BBC Bitesize material and use of the Kerboodle platform where pupils are able to complete set tasks independently. At key stage 4 and 5, pupils have access to a combination of live lessons, pre-recorded lessons, adapted resources and BBC Bitesize material in order for them to complete their GCSE and A Level courses online.*

*The History Department's remote learning incorporates the schemes of learning at key stage 3, adapted for online learning, with a combination of pre-recorded lessons, and amended resources that pupils are able to complete at home. At key stage 4 and 5, pupils have access to a combination of live lessons, pre-recorded lessons and adapted resources in order for them to complete their GCSE and A Level courses online.*

*At Key Stage 3 the Geography Department's lessons have been adapted for online learning and have a combination of pre-recorded lessons, and amended resources that pupils are able to complete at home. Similarly at key stage 4 lessons and resources have been adapted for online learning and pupils have access to a combination of live lessons and pre-recorded lessons in order for them to complete their GCSE course online.*

*The MFL Department's remote learning provision follows the schemes of learning which have been adapted for online learning at both Key Stages 3 and 4. It incorporates a variety of strategies to aid progression from specially adapted resources to links to online tasks and quizzes, with further support provided in live lessons or pre-recorded videos.*

*The Art, Design and Technology Faculty remote learning for key stage 3 incorporates the schemes of learning at key stage 3, with a combination of amended resources, in particular for practical activities, recognising that students may have limited access to materials and equipment to complete tasks at home. At key stage 4 in Art, 3d Design, Hospitality & Catering and Health & Social Care, students have access to a combination of live lessons, pre-recorded lessons and again adapted resources and practical activities, in order for them to continue their GCSE and BTEC courses. They are also guided to further on - line supporting resources such as videos, workshops and tutorials where appropriate. At key stage 5 in Art and Health & Social Care, students have access to a combination of live lessons, meetings, pre-recorded lessons and again adapted resources in order for them to continue their A Level and BTEC courses. They are also guided to further online resources such as videos, workshops and tutorials to develop their independent learning further. There are also opportunities for all students to complete some additional independent practical activities and online activities, to develop their skills, engage their interest but to also support their wellbeing.*

*The Music Department's approach to remote learning has been developed by incorporating different musical techniques using practical performance, writing exercises, and listening skills. At KS3 pupils' online lessons consist of pre-recorded lessons, interactive pupil participation and adapted classroom resources. To incorporate the schemes of work at KS4 pupils have access to a combination of live lessons, pre-recorded lessons and a self-study project which will enable them to continue working on their GCSE coursework. Throughout the lesson's teacher support is available on Teams, and through the school iCloud account for GCSE coursework submissions.*

*The Drama & Performing Arts Department will continue to teach the schemes high-lighted on the departments learning journey. We have adapted this to suit online project work which focuses on a variety of different tasks each lesson leading up to a final project task which are differentiated for our*

learners. KS4 and KS5 will be a combination of live lessons, pre-recorded lessons and adapted resources which will focus on the theory element of their GCSE, VCERT and A level course content. This will allow for students to continue the completion of their courses online.

The Department of ICT & Computer Science remote learning plan incorporates the current schemes of learning at key stage 3, which have been adapted for online learning, with a combination of pre-recorded lessons, and amended resources that pupils are able to complete at home. At key stage 4 and 5, pupils have access to a combination of live lessons, pre-recorded lessons, and adapted resources for them to complete their BTEC and A Level courses online. Teacher support is available during timetabled lessons through the chat feature and class group on Microsoft Teams; this is accessible to all pupils who are studying ICT & Computer Science.

The Physical Education Department is delivering a remote learning programme at key stage 3, 4 and 5 to help promote pupils physical health and well-being. Activities have been adapted for online learning, with a combination of pre-recorded lessons, and amended resources that pupils are able to complete at home. At key stage 4 and 5, pupils have access to a combination of live lessons, pre-recorded lessons, online learning platforms such as Seneca and The Everlearner and adapted resources for them to complete their GCSE, VCERT and A Level courses online.

The Religious Education department is prioritising the use of face-to-face teaching with live lessons. We will also be using pre-recorded lessons as well as recognising the value of setting independent work for pupils. This will include research tasks, completing revision and assessments as well as stretch and challenge activities. Pupils in Key Stage 3 will continue to follow Diocesan Schemes of learning, while pupils in Key Stages 4 and 5 will continue with exam board GCSE and A Level specifications. Department teachers are contactable via email and Microsoft Teams to support pupils with their learning as well as answering any questions from parents or carers.

In Business and CDM students at KS4 have reviewed their learning from Term 1 and are now engaging in the range of adapted lessons (including Live Zoom lessons) which follows our schemes of learning. Pupils are asked to submit their work on Microsoft Teams so their progress can be monitored and assessed accordingly. At KS5, the Business lessons include a mix of Live lessons and specific set work that pupils can carry out during and outside time tabled lessons.

Outside of live lessons teacher support is available between 8.30am and 3.00pm using the chat facility in Microsoft Teams.

## **Remote teaching and study time each day**

### **How long can I expect work set by the school to take my child each day?**

When pupils are in school they normally have 5 one hour lessons per day. In addition to this they have Form Period at the start of the day for 15 minutes with their Form Teacher. When pupils are isolating for an extended period of time, such as during lockdown, we aim to provide a curriculum that is broadly in line with their normal school day.

During lockdown there will be an assembly each Monday at 8.45am. This is delivered by the pastoral lead for your son or daughter's Year Group. The pastoral lead will also deliver Form Period sessions at 8:45am for the remainder of the week. The assemblies and Form Periods all take place via Zoom and links to these are posted in Microsoft Teams. Each day there is a theme:

Week A	Week B
Mindful Monday	Theme of the Week
Thoughtful Tuesday	Top-up Tuesday Numeracy

Wellbeing Wednesday

Wonder Wednesday

Thoughtful

Top-up Numeracy Thursday

Francis Friday

Fun Friday

Following the assembly of Form Period lessons begin at 9.00am. Pupils should follow their normal timetable.

Work should also be set for each subject that a pupil has each day by their class teachers. The work set should be commensurate both in time and quality with the work they would be set during a normal school day.

The work set may take different formats. This will include:

- Live lessons, when possible, according to pupils' normal timetable
- Pre-recorded lessons that the teacher has produced
- Links to pre-recorded lessons that have been produced elsewhere such as by The Oak Academy or Hegarty Maths
- Online activities such as quizzes that provide instant feedback to problems set
- Individual set tasks that enable pupils to work independently
- Project work that pupils can work on independently (with ongoing teacher support)

Pupils will always have access to help and support from their class teachers. If a pupil is working independently on a set task and they require some support they may message their teacher directly through Microsoft Teams. Teachers will receive notifications and will be able to respond accordingly.

## 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?**

Teachers will monitor engagement throughout and provide regular feedback to pupils. If a pupil does not attend a live lesson or attempt a set task the class teacher will contact him or her via Microsoft Teams to check if there are any problems.

If a pupil fails to respond to the class teacher, has missed a number of live lessons or fails to complete a number of set tasks the class teacher will contact parents directly or inform curriculum leaders or pastoral leads. If patterns develop, curriculum or pastoral leads will contact parents to try to establish what the problems may be.

In any case, pastoral leads will contact all pupils at least once per week.

As parents we would encourage you to discuss the work set with your sons or daughters and offer them support when you can. Parents may check their sons or daughters timetables each day using the **Arbor app**. If you require assistance with this please contact the school at [L.Hughes@epchs.co.uk](mailto:L.Hughes@epchs.co.uk)

Additionally, parents should download the Microsoft Teams app. There you can check what work has been set and any lines of communication between your son or daughter and their class teacher. You will also receive notifications in real time when work is set or when there has been some communication.

Can we please remind parents that Microsoft Teams and Zoom are being used exclusively as learning platforms. If you have any queries regarding your son or daughter's work please contact the school in the usual manner via a phone call or email.

## **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. Examples of feedback may include:

- Instant marking via an online digital platform
- Individual feedback written by the class teacher in Microsoft Teams for specific tasks set
- Feedback on individual tasks or specific questions directly in Hegarty Maths

The ongoing assessments will contribute to our next data collection (DC2) and we will report to parents at the end of term as normal.

## **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:

- Weekly phone call made by allocated TA to check barriers/access to work/welfare. Any concerns will be sent to the pastoral leads and the SENCO.
- ELSA sessions to take place via zoom where possible
- Students with additional funding to be prioritised for a place if they are struggling at home
- TAs to offer zoom/team video call support to funded students who require it.
- TAs to support groups of students in breakout rooms where required.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the way in which 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?**

Pupils who are self-isolating will, where possible, be set the same work as that for those who are attending school. The work will be set on the most appropriate platform with clear instructions of what is expected to enable them to complete the work. Communication between the teacher and any self-isolating pupils is key as the pupils may require additional support. This communication should take place through Microsoft Teams. Pupils should receive regular feedback for the work they complete, again via the most appropriate platform.

Pre-recorded lessons or recordings of live lessons will be made available to pupils who cannot attend a lesson at the scheduled time.

## **Safeguarding and Pastoral Support**

### **Safeguarding**

A member of the Safeguarding team will be in school each day and both Mrs Jones and Mrs Hughes are available via Microsoft teams for students.

Mrs Jones has published a mobile phone number on the website for emergencies for Parents and Professionals.

External safeguarding agency meetings will proceed as normal via virtual meetings.

### **Pastoral Support**

Both Farhan Patel and Charlotte Davies our Learning Mentors are available via Microsoft Teams for the students to contact. They will be continuing to have 1:1 sessions and some small group sessions via Microsoft Teams and Zoom.

The school counsellor will conduct her counselling sessions online via Zoom and these are triaged and managed by Farhan Patel: SEMH Intervention Co-ordinator.