# St Joseph's Remote Education Strategy

St Joseph's Catholic Academy
Remote Education Strategy- Revised January 2021

## Aims of Strategy

At St Joseph's Catholic Academy, we believe that during this time of uncertainty we need to ensure that students continue to develop and grow as learners within their home environment, using the opportunities and resources provided by their teachers.  Our strategy aims to motivate our students and secure their knowledge and understanding of their prior learning and key elements of module 1 content, in order to strengthen prior learning and minimise lost learning.

## Context of Strategy

In the summer of 2020 The ASCL recommends adopting a **three phase** approach to home learning.
The outline below was produced in the first lock down March 2020.
We are reviewing this strategy in the third lock down (second school lockdown) January 2021.
Following the school recovery (bounce back) September 2020- January 2021 we are now working again through the initial phase into the adjustment using the experience from the first lock down.
While in the recovery phase we worked on a contingency plan for full or partial lock down this is reflected in the responsibilities outlined below.
Related documents include:
Contingency Plan Nov https://drive.google.com/file/d/1bEy1LV5umcATt-rB1fzsZfaJkZ3Cq7Ix/view?usp=sharing
Bishop Chadwick remote learning policy
ttps://drive.google.com/file/d/1tXeJ3SRZI8sMaxFakzjzOizkbPwoftJ0/view?usp=sharing
Remote lesson structure
https://drive.google.com/file/d/1tXeJ3SRZI8sMaxFakzjzOizkbPwoftJ0/view?usp=sharing
Remote teaching January 2021 Planning staff document
https://drive.google.com/file/d/1qWBmtlf71VxFtxZqkTzXzN-ynB4rjjvI/view?usp=sharing

| Phase | Description |
|---|---|
| Initial | • During this time (probably up to Easter) leaders, teachers, young people and parents are all trying to adjust to a new way of living and working.<br>• For many schools, colleges and leaders the primary concern at this stage is rightly the welfare and safety of pupils and teachers.<br>• The situation is dynamic and it is difficult to make lasting plans – accept this and recognise that anything you can do to add value to the lives of young people is a step in the right direction and is, therefore, worthwhile.<br>• The resources, websites and activities you've made available to pupils will have given them the opportunity to do some learning at home.<br>• It may not be optimal, and it may well develop over time, but right now you are doing the best you can in a situation that developed very quickly. |
| Adjustment | • We hope that schools, colleges and pupils will settle into a rhythm after some weeks and that leaders will be able to begin to look a little further ahead. Of course, the situation remains fluid and, as such, the extent to which this happens depends on what occurs at a national and local level. |

| | |
|---|---|
| | - If and when a more settled rhythm emerges, this is the time when leaders should consider how learning has been going, what adjustments can be made and what longer term planning may be required. For example, it may be a useful activity to get some feedback from pupils and parents about the learning pupils been doing, what has worked and what has not. |
| **Recovery**<br><br>**Bounce Back** | - The School worked in the summer term to prepare for students to return to school. This included a bounce back policy focused on teaching learning. This sat alongside wellbeing, health and safety and communications.<br>Bounce back-<br>https://drive.google.com/file/d/15R71wzfibPT6QQCCaACR9GY_40RuGyh1/view?usp=sharing |

## Planning for Remote Education

In the event of a lockdown / self-isolation of students we prepared to ensure that remote provision is in place immediately.

### Google Classroom

Remote learning will take place via Google Classroom.  All students must be able to access each of their classes via Google Classroom.  To ensure that all students are able to use the GC platform, teachers must set homework activities via GC, providing instructions to students during lesson time about how to complete and submit their homework tasks. An Audit was carried out early in the autumn term to establish any students not accessing the platform and individuals were supported for full coverage.

### Microsoft Teams

Microsoft teams has been adopted to support students remote learning across the shared subjects in the sixth form. This was rolled out across sixth form subject areas for students self isolating. A mixture of concurrent teaching using teams and setting of remote learning on google classrooms was used across key stage 3 and 4. Where whole class bubbles isolated live teaching took place.
 *Using Teams - handy tips*; *How to set up a 'Live Session'.mp4*
*https://drive.google.com/file/d/1kUPRw8jOg0qOudHAzIszjToAP55pm1Ot/view?usp=sharing*

### Knowledge Organisers

All subjects will produce knowledge organisers for each module of work.  These will be used in class in addition to being available to use at home via each students' 'Book of Key Knowledge'.  Students were trained on the use of knowledge organisers during the face to face sessions in the autumn term.

## Remote Teaching January 2021

### Ensuring access for all

Evidence shows that the characteristics of good teaching are more important than the medium of delivery. We have planned out remote learning with excellent teaching at the core, developing the good practice established in school. It is essential that all students have access to the remote learning curriculum we have ensured assess for all in the following ways.

- IT access Survey updated Jan 2021 - Evidence suggests pupils spend longer on remote learning when on a laptop. Tablet next then mobile phone.
- Pupils without devices and/or internet access have been provided laptops on loan. IT access survey is regularly updated. Laptops have also been used to support students where a phone was their only internet access.
- We continue to investigate use of keyboard with xbox and PS4/5.
- We have shared information regarding other platforms to access which may have a lower cost implication for families. For example x box with keypad plugged in.
- All year 10 and 11 offered an opportunity to collect paper resources to support learning. Additional packs delivered home to PP and vulnerable students including revision guides for year 11 who were unable to attend.

## SEND

It is recognised by the school that SEND students have a range of specific needs and we have put measures in place for more individualised planning. Initial feedback indicated that Students found live and narrated lessons much easier and able to engage in them. Individual measures include support for parents, students and teachers. This has been considered in the following ways.

- Training provided by SENCO around the best strategies to support SEND learners.
- Individual tutorials for students supporting access to remote learning platforms.
- Weekly phone calls home to establish support is in place and adapting to the needs of the learner. These include Laptops, paper resources, and tailored materials developed by the teaching assistants.
- Teaching Assistants working with staff to adapt and provide resources to allow student access to learning.
- TA scribing for students in live lessons.
- Google classrooms set up for individuals struggling to navigate for consistency. For example staff use of google some setting assignments some using the group for sharing work.
- Use of reader pens.
- Break out rooms

## Intervention cohorts

We recognise that the additional specific face to face interventions planned will need to be adapted for remote teaching. Where possible these have continued. These include.

- Mentoring for blue support students
- Continued subject specific intervention in smaller cohort in line with timetable
- Continue subject specific interventions during tutor time
- Reading groups- track me reading and seneca cohorts

## Method of Delivery

## Google Classroom

Remote teaching of students will take place via Google Classroom.
Staff have had CPD and clear guidance regarding best practice. Instructions for the task need to be clear and concise. ***Tasks should be set as ASSIGNMENTS so that they appear in the student's calendar and 'To do' list.  Staff are to be available to check any questions from students about the set work in google classroom.*** Information should include:

- What is the task
- What resources they need to complete the task
- How they complete the work (on attached document, in their book etc.)
- Which part of the work needs to be submitted
- Time that it will take to complete the task

- **Assign a date that it is due.**

Staff have been asked to be mindful of when you are setting / scheduling work as students will get notifications – if you are planning a lesson on a Sunday night for Monday period 1, schedule it for 9am Monday morning. This will ensure that students do not get notifications outside of school hours.

The work set should require minimum / no support from parents/carers to complete it.

In order to support engagement and task completion we need a consistent approach where possible to the structure of our remote lessons – see Copy of Remote lesson structure - a consistent approach.pptx

## Microsoft Teams

Live teaching as part of a sequence of lessons is delivered using Microsoft Teams. All parents have been informed that live teaching may take place for their child. ***Meeting-via-Teams-information-for-parents.pdf***

Government guidance https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice states:

*The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:*

- *ensuring pupils receive clear explanations*
- *supporting growth in confidence with new material through scaffolded practice*
- *application of new knowledge or skills*
- *enabling pupils to receive feedback on how to progress*

*These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.*

The sequencing of lessons, lesson structure and assessment has been planned with this evidence in mind. This has also informed staff continued professional development.

Quality Assurance of remote education

Also see https://docs.google.com/document/d/1exF-g6MXnIR72NqjxAOydh7yn23bsQyv/edit#

## Staff CPD

Evidence shows that focusing on lesson quality, the delivery and sequencing of the curriculum are key to a successful remote learning plan. Staff continued professional development is the foundation of this aspect.

Staff CPD has been broken down into two areas of development, use of remote learning platforms and teaching learning and assessing student progress. The following support and provision has been put in place:

Use of remote learning Platform

- All staff training on use of the remote platforms
- Staff training on Google Classroom
- Supporting resources available to access on google drive

Teaching and Learning and assessing student progress

- Staff CPD 11th January- Rosenshein and remote teaching. How to make live lessons like real life. Expert explanation, questioning, modelling and scaffolding, cold calling, retrieval, afl in remote context. Chunking lessons. Duration of live learning. Sequencing live learning with google classroom assignments. Blend of both synchronous and asynchronous. Time for independent learning then staff to respond to this. Simple explanations. (Guidance- what's working well in remote education)
- Quality first teaching- the platform does not matter just the teaching- Shared with staff
- Remote education needs to align with school curriculum.
- Student have resources to compliment this- bigger picture (ofsted DoF guideline) Knowledge organisers. Paper copies to support remote learning.
- Rosenshein remote CPD 25th January
- Link meetings questions develop themes from CPD and feed into department time and planning regarding lesson sequence, changed to delivery of module one to offer quality teaching in a remote setting.
- Use of variety of remote lesson structures and resources (to support staff workload and wellbeing.) These to include, teams lessons, google classroom assignments, narrated PowerPoint/looms, oak academy resources.
- Continuation of voluntary staff CPD responding to current needs. Including evidence informed remote teaching webinars. Wednesday 13th January, Trust remote teaching.
- Tweaks to transform T and L newsletter. Remote learning focus and Remote assessment focus.

## Communication with Parents

Communication with parents is essential to support remote learning. The following communications are in place.

- Parent Home study work section on website collating teaching and learning and home study resources to support both students and parents.
- Weekly updates to parents and students on how to support including, metacognition, top tips, mindfulness, and literacy, teams classroom expectations.
- Google classroom assignments used to convey relevant examples from above to students.
- Guardian email notification from Google Classroom. Parents opt in for daily or weekly updates.
- Parental communication following weekly subject monitoring sheet.
- Teaching and Learning and subject postcards home celebrating engagement.

## Communication with students

- Weekly live tutorial session with form tutor. Ethos and welfare focused.
- Targeted phone calls home to support cohorts of students.
- Resources available on website and sign posted weekly to parents and students.
- Supporting student metacognition, self regulation and motivation set as assignments on google classroom.
- Weekly updates on activities/strategies.
- Tutor time and PSHE activities before lockdown to build up students confidence.
- Live lessons as means to maintain a relationship with teaching staff and for staff to have a virtual presence. They also support student self regulation. Virtual presence will include questioning, scaffolding, assessing, guiding and reassuring.

## Provision for Physical education

- PE assignments set on Google Classroom for all year groups
- Critical worker and vulnerable student all have a weekly PE lesson in school

## Monitoring of work

Student work is monitored in a number of ways:

- Weekly monitoring sheets for each year group indicate attendance at live lessons and engagement with work. There is a 4 stage process of follow up.
- Google Classroom – teachers can see the work that is submitted and can monitor completion and provide comments, as appropriate.  This also allows responsive teaching.
- KS5 students are in direct communication with their subject teachers, either via email or google classroom.
- KS5 Year Leaders collect weekly information about engagement & communicate with both parents and students.

## Welfare

Staff have been given support throughout the pandemic. They have support through department leads and senior leaders and have been asked to adhere to the follow the following guidelines when working from home:

- All colleagues should ensure that they are taking steps to look after their wellbeing and their families' wellbeing during their periods of working from home. This includes ensuring that you identify non-working time.
- If you are unable to attend work or work from home you must email Peter Mitchell, your CL and SLT link straight away with your reason for absence.
  If you are having to self-isolate you must email Peter Mitchell, your CL and SLT link straight away. Please advise if you are still able to work from home or not and complete an isolation note to forward with your email - this can be obtained by following the guidance on this link
  https://111.nhs.uk/isolation-note/

## Responsibilities

Clear responsibilities have been provided to staff in the delivery of remote learning. These are outlined below.

## Responsibilities: Curriculum Leaders

### Actions to take in the event of lockdown / self isolation of students:
- Ensure that all members of your department:
  - are using Google Classroom to set and receive work for students;
  - are clear about the quantity of work to be set each week, in the context of home learning;
  - are clearly stating how they want the work to be submitted by the student – either via Google Classroom, a different learning platform, or for students without access to technology for them to hold onto it until we return to school;
- Quality assure the work to ensure that it is differentiated, aspirational and engaging.
- Feedback to SLT link regarding rationale, quality and appropriateness of tasks being set (including duration/length) by your department.

## Responsibilities: Teacher

### Actions to take in the event of lockdown / self-isolation of students:
- Set work for your classes/isolating students on Google Classroom. Work set must be suitable for home study and must be aspirational and differentiated appropriately for the students in your class.
- *Students are asked to follow their usual timetable, so tasks should be scheduled / uploaded to facilitate this approach.*
- The instructions for the tasks / activities must be accessible and clear, including information about how long each task should take. Tasks should take no longer than the allocated lesson. You must ensure that you state how you want the work to be submitted by the student – either via Google Classroom, a different learning platform, or to hold onto it until we return to school.
- To encourage full engagement with the learning, students should be asked to submit an element of their learning from each lesson. *This must be set as an assignment so that it will appear on the student's 'To do' list.*
- Answers and/or model answers should be provided, where possible, so that pupils are able to self-assess their work.
- *Complete weekly monitoring document to highlight engagement.*

## Responsibilities: Students

The student's role is to complete **weekly tasks** which link closely with their intended curriculum. The duration of the work undertaken will match closely with the provision they have during a week. The following should be adhered to when completing work:

- At the beginning of each week students should ensure that they can access their tasks for each subject for that week.

- They should complete the tasks, according to their 'usual timetable', so that there is structure and variety each day.
- Completed assignments should be submitted via Google Classroom, with other tasks 'marked as done'. Paper-based work should be kept somewhere safe, to return to school when we are-open.
- Queries about tasks can also be sent to homestudyhelp@stjosephs.uk.net.

## Responsibilities: Parents

The parents' role is to encourage their child(ren) to complete their home study to the best of their ability. We do not expect parents to be able to 'teach' their children.

Parents are able to contact school via the HomeStudyHelp email address for queries regarding home study.

### *Further reading:*

- *https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice*
- *https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education*
- *https://www.educationdevelopmenttrust.com/our-expertise/learning-renewed-our-covid-19-response/quality-assurance-for-new-models-of-teaching-and-l*
- *https://www.netsupportsoftware.com/webresources/brochures/Digital_Strategy_Guide_v2.pdf*
- *https://edtechhub.org/wp-content/uploads/2020/09/What-are-countries-that-already-use-remote-learning-doing-and-what-can-we-learn-from-them-EdTechHub.pdf*
- *https://edtechhub.org/wp-content/uploads/2020/05/remote-teaching.pdf*
- *https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/*
- *https://www.nsqol.org/- US National standards for remote teaching.*
- *https://www.aft.org/periodical/american-educator/spring-2004/ask-cognitive-scientist*
- *https://www.sec-ed.co.uk/best-practice/revision-techniques-interleaving-and-spacing/*
- *https://achemicalorthodoxy.wordpress.com/2019/02/01/core-and-hinterland-whats-what-and-why-it-matters/*