



ST. ANNE'S
R.C. VOLUNTARY ACADEMY

Remote Education Provision: Information for Parents/Carers

This information is intended to provide support, clarity and transparency to students, parents and carers about what to expect from remote education whilst the national lockdown continues to require students to remain at home.

When teaching students remotely, the Department for Education expects schools to:

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching students would receive in school, and as a minimum: 4 hours a day
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether students are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well students are progressing through the curriculum using questions and other suitable tasks, and provide feedback, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding

The Remote Curriculum: what is taught to students at home

At St Anne's we have moved our planned/intended curriculum for the spring term onto the remote Microsoft Teams platform. However, this hasn't been possible or appropriate for all subjects where we have needed to make some adaptations. For example, video demonstrations/links to videos rather than practical lessons for Arts subjects, Science practicals, Technology and PE.

How will my child be taught remotely?

Each day the students should be following their 'usual' timetable for the day and for each lesson, they log into the **class team** to engage in their learning. We are adopting a combination of the following approaches to teach students remotely:

- live lessons (online teaching for 40-minute lessons)
- pre-recorded teaching (these are video/audio recordings made by teachers using narrated slideshows but may link to Oak National Academy lessons, Greenshaw Trust lessons, GCSE Pod and others)
- Written instructions/tasks/resources
- textbooks, revision guides and reading books students have at home, where these have been previously provided or scanned as a resource link
- Other online retrieval practice platforms.

We aim to provide at least 70% of your child’s timetable via pre-recorded or live lessons. In the event that a teacher is unwell/unavailable to deliver a live lesson as planned, their lesson will be ‘covered’ by another teacher but may move out of the class team and into the year team to allow all students (possibly 2 classes) to access it. Where this happens, students should be notified in their class team and redirected.

The structure for the school day is listed below as a reminder:

Year 8, 10 and 11				Year 7 and 9		
Form time	8.40	9.10		Form time	8.40	9.10
Lesson 1	9.10	10.10		Lesson 1	9.10	10.10
Lesson 2	10.10	11.10		Lesson 2	10.10	11.10
Break	11.10	11.30		Break	11.10	11.30
Lesson 3	11.30	12.30		Lesson 3	11.30	12.30
Lesson 4	12.30	1.30		Lunch	12.30	1pm
Lunch	1.30	2pm		Lesson 4	1pm	2pm
Lesson 5	2pm	3.05pm		Lesson 5	2pm	3.05pm

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 students broadly 5-6 hours per day. This is made up of their usual timetable, consisting of five lessons per day plus Form Time (which will be delivered once per week on Microsoft Teams then for the other mornings this should be used for independent reading or daily exercise). Students should be engaging in 20 mins exercise each day and in 25 mins reading, for students in years 7 -9 preferably of their Accelerated Reader books, each day. Students should also expect to be given Independent Study tasks in line with our [usual expectations](#). We acknowledge that each student’s daily routine may be different as a result of their own home circumstances as well as how easy/difficult they find the work. It is essential that students engage with remote learning tasks and submission of work to allow teachers to gauge how the students are finding the work and review their planning accordingly.

Why are St Anne’s not offering 100% live lessons including form time delivered each day?

We have created a ‘blended’ remote learning offer that covers live lessons, pre-recorded lessons and other tasks as we recognise that one ‘type’ of teaching does not ‘suit all’ in terms of both students and subjects. There is research emerging nationally around the impact and benefit of live lessons compared to pre-recorded lessons that favours the pre-recorded approach but, we recognise, doesn’t take account of the very human need we all have for daily interaction. We are also aware that some homes do not have devices available for all children to be on live lessons all day – some siblings may be sharing a device or there are other circumstances meaning that the students can’t complete all of their remote learning in line with their ‘normal’ timetable. In terms of staffing capacity, St Anne’s has a large number of students onsite each day who are classed as vulnerable and/or the children of critical workers. Our staff are ‘covering’ for colleagues who are shielding as well as supervising these groups and hosting live lessons/pre-recorded lessons and setting work. For these reasons, the ‘blended’ offer is adaptable to both the circumstances of many families as well as our staffing. We have introduced a daily form time ‘check ins’ from Monday 8th Feb as staffing capacity has allowed us to increase from these being three times a week through January. Text messages are sent to those students who do not attend form time each day.

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

As we are delivering the planned 'in school' curriculum and consistently reviewing and re-planning the content of lessons in line with feedback from students, we are unable to provide paper copies of work, work packs or booklets in advance. However, we recognise that some students may not have suitable online access at home and in these circumstances, we have a limited number of laptops that we can loan to students that require one whilst working remotely. We are also able to provide internet access. Please contact your child's Pastoral Manager at school to discuss what capacity we have available to support these barriers.

If your child has difficulties in accessing their Teams account, they should visit our school website's [Remote Learning page](#) for video tutorials or email itsupport@stannescrcvoluntaryacademy.com.

For any queries related to specific subject areas, please contact the class teacher directly. A full [staff list](#) with email contacts can be found on the school website. Please allow staff 48 hours to reply to any emails as they are also juggling home schooling, remote teaching and other 'lockdown' pressures but will endeavour to get back to you as promptly as possible.

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?

Participation in any live lessons is compulsory and a register will be taken. Students who do not attend live lessons will have texts sent home to parents and follow up calls made from the pastoral team.

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

We expect all students to engage fully with full time on-line learning. On-line learning, including any live lessons follow the same timings as the school day. By maintaining these routines students will be best prepared to return to school. The full curriculum is being delivered in most subject during lockdown so students must engage to ensure they do not fall behind.

Our staff will contact parents via email or phone calls, where concerns regarding non engagement are raised. Initially texts will be sent, then a phone call home will be made, and students will be reminded that attendance/engagement in education is a legal requirement during lockdown as it is when schools are fully open. If there are continued concerns regarding a student's attendance/engagement in remote learning, a letter will be sent home and possible parental meeting requested in order to support re-engagement. Frequent non-attendance/non-engagement may be an indicator of Safeguarding needs and will be investigated in line with our usual protocols. Lockdown is a very stressful time for families and whilst we want to ensure that our students have the best possible education, we are also conscious that we don't want to over-burden them or their families. If you are finding lockdown difficult and the pressures of home schooling are unmanageable, please let us know. Many of our staff are parents themselves and share in the challenges that you are facing; we are here to offer help and support, so communication is vital.

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 a valid and effective method, amongst many others. Our approach to feeding back on student work is as follows:

- Where lessons are live, verbal feedback will be given during the lesson.
- Where on-line quizzes are used feedback will be provided automatically.
- All other feedback will fall in line with our Marking and Feedback policy which can be found on our [school website](#).

Additionally, teachers acknowledge that during remote learning, there is an additional need to ensure that students are completing tasks in line with expectations and to be aware of the progress being made as well as difficulties. To allow for this, submission of student work is regularly encouraged with some feedback and acknowledgement given to the students but not necessarily 'marked'. This may be done easily using Class Notebook in Microsoft Teams or by students uploading their work/images of their work.

Additional Support for Students with Particular Needs

How will you work with me to help my child who needs additional support to access Remote Learning?

We know that some students, for example those with specific 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 students in the following ways:

- Contact will be weekly as a minimum, but some students might need more regular contact to support their learning, the SENDCO will risk assess all students with SEND to ensure the appropriate levels of support are available
- Resources on the school website are available to support students with organising their [own time](#) and monitoring their [Mental Health](#) and well being
- The Pastoral team is available to offer advice to staff and parents with concerns regarding supporting specific students

How can I support my child with their Remote Learning?

The guidance below can help you to make the best of new and sometimes unfamiliar distance learning expectations and manage some of the more practical aspects of learning from home.

1. Establish routines and expectations

It is important to develop good habits and have high expectations about what work will be attempted and completed each day by your child. Create a flexible routine and review & talk about how it's working over time. Chunk days into predictable segments and, where possible, use your child's school timetable to predict what work / live lessons will be available at what time each day. Make sure that you schedule breaks to invigorate and scaffold focusing and concentration.

Support your child in getting up, getting dressed and being ready to learn at a reasonable time. Keep normal bedtime routines, including normal rules for digital devices going off. Try not to default to allowing staying up late and sleeping in on "school days".

2. Choose a good place to learn

Set up a physical location / room that's dedicated to school-focused activities, where you can. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital / online safety.

3. Stay in touch

Teachers will mainly be communicating regularly through Microsoft Teams. Pastoral and SEND staff will be contacting you at least weekly to chase any non-attendance/engagement.

4. Help students 'own' their learning

No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement but expect your children to do their part. Don't help too much. Becoming independent takes lots of practice. At school, your child usually engages with other students and any number of adults throughout each day. Many of these social interactions will continue from a distance, but they will be different. You cannot replace them all, and that's OK.

5. Begin and end the day by checking-in

In the morning, you might ask:

- What classes/subject do you have today?
- Do you have any assessments?
- What resources do you need?
- What can I do to help?

At the end of the day, you might ask:

- How far did you get in your assignments today? How was your live lesson?
- What did you learn?
- Do you need any help for tomorrow or to complete any assignments you have been set?

These brief conversations matter because you are checking that your child has processed and understood instructions they received from their teachers. The conversations also help them organise themselves and set priorities, which are life skills that your child will need beyond school.

6. Encourage physical activity and exercise

Living and working at home, we will all need some room to let off steam. Moving is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged.