



Information about Saint Joseph's Catholic College Remote Education, January 2021

This document is designed to help share relevant information with students and parents or carers about how we will provide remote education. The information is published on our school websites, both externally at <https://www.stjosephscollege.net/> and internally on <https://moodle.stjosephscollege.net/login/index.php> from January 2021 to support understanding of what students, parents and carers should expect during periods of school closure or student isolation relating to coronavirus (COVID-19).

For further information please see the names and emails below regarding who to contact:

Enquiry	Name	Role	Email
General	Teresa Ash	Senior Assistant Principal	tash@stjosephscollege.net
Safeguarding & Provision for Students of Key Workers	Adrian Stoten	Director of Student Welfare	astoten@stjosephscollege.net
IT Support	IT Support Team	IT Technicians	studentit@stjosephscollege.net
Pastoral General and Y9	Nicki Grace	Head of Pastoral	ngrace@stjosephscollege.net
Pastoral Year 7	Clare O'Connell	Y7 Student Manager	coconnell@stjosephscollege.net
Pastoral Year 8	Tracey Jackson	Y8 Student Manager	tjackson@stjosephscollege.net
Pastoral Year 10	Helen Johnson	Y10 Student Manager	hjohnson@stjosephscollege.net
Pastoral Year 11	Jenny Baxter	Y11 Student Manager	jbaxter@stjosephscollege.net
Laptop Loan Scheme	Debra Lewis	Office Manager	dlewis@stjosephscollege.net
Government Laptop Scheme	Ruth Chivers	Family Support Advisor	rchivers@stjosephscollege.net
Students with SEND	Kirsteen Fraser	SENCO	kfraser@stjosephscollege.net

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or 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 students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

A student'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 students being sent home?

In the first 48 hours, where remote education is being implemented at short notice then students should utilise the range of online learning platforms available and subscribed to by the college available such as GCSE Pod, Sam Learning and Seneca Learning (see table on page 4) as well as using other online resources such as Oak Academy <https://www.thenational.academy/> an online classroom made by teachers offering free, high quality video lessons. In this short interim period, students should also use hard copy resources that have been issued by the college including textbooks and revision guides. During this time it is essential that parents/carers seek to resolve any access to IT issues. For example, if your child does not have access to IT (e.g. laptops, Wi-Fi, etc.) please see page 5 for details regarding the support available and who to email. Furthermore, please ensure your child can access their school Moodle, email and Microsoft Teams account, reporting any concerns on a parental email that we have on our Schoolbase records to studentit@stjosephscollege.net

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?

Please note that as part of our curriculum vision at Saint Joseph's Catholic College that we will strive to mitigate against any disruption caused by school closure by continuing to implement the same curriculum remotely as we do in school as far as is reasonable, appropriate and safe to do so.

However, whilst in the vast majority of subjects we teach the same curriculum remotely as in school, we have obviously needed to make some adaptations in some subjects. For example, in Physical Education, Design & Technology, Performing Arts and Art & Design. For example, in PE extensive curriculum changes had already had to be made in line with regulations set by Sport England and Sporting Governing Bodies and rules had to be changed by each sport e.g. netball playing rules are different and cannot be taught in the planned way. During remote learning we have adopted a fitness development unit to be followed by all students. This allows for individual levels of fitness but still drives self-challenge. Fitness is unique in that it requires reduce space, little or no equipment and you don't need expertise to enjoy it! Although this is a significant variation to our planned curriculum, it is still an opportunity to enjoy physical exercise and give students a break from screens, boost their mood and hopefully increase quality of sleep.

Example of remote lessons in core P.E fitness below:

Example	Health & Safety	Key learning in lesson 1 of the week	Key learning in lesson 2 of the week
1	Includes advice on warm-up / cool-down, appropriate clothing and using the approved videos for instruction	HIIT training – Following a structured workout that focuses on high intensity muscular endurance exercises.	Repeat of lesson 1 but with added challenge of either/combo of a) Adding further stations b) Increasing work time c) Decreasing rest time
2	Includes advice on warm-up / cool-down, appropriate clothing and using the approved videos for instruction	Cardio & Core – Following a structured filmed workout that focuses on high intensity muscular endurance exercises that is specifically for strengthening the core. Includes sit-up challenge.	Repeat of lesson 1 but with a more challenging filmed workout. Challenge of completing sit-up test twice in a row. Count your reps and sets and try to beat your scores.
3	Includes advice on warm-up / cool-down, appropriate clothing and using the approved videos for instruction	Yoga challenge – Following a structured programme (actually a 30 day yoga journey) for students to follow. Task 1 - 'recognise'. Task 2 – 'intent'	Continue to follow the start of the 30 day yoga journey) for students to follow. Task 3 - 'awaken'. This is a free resource which can be continued in lockdown.

The KS3 students in college are currently participating in basketball. They are learning about passing, dribbling, shooting and playing in small sided games. The KS4 students in college are currently participating in dodgeball. They are learning different variations of the game. These activities are based around high physical activity levels and utilising our indoor spaces.

For Design & Technology new schemes of work had been written specifically for this academic year so that lessons could be taught in normal classrooms. Further schemes of work have since been developed for the current period of remote teaching to ensure that all students can access the work with the available equipment and materials at home. The lessons are focusing on product analysis and technical drawing skills leading to a product improvement design activity. During this period, the students will be taught technical drawing skills and they will be taught an extended product analysis so that they better understand the design of the product. This will enable the students to engage with a product redesign and improvement of which the students will be taught the iterative design process. All Key stage 3 will be taught the same core knowledge and skills, but the year group/ability will differentiate the activities. In KS4 Design Technology significant modifications have been made to the schemes of work for this year's teaching and learning so that practical activities can be safely undertaken in lessons. The theory content is taught as expected. During the remote learning period since January, the students will be taught in-depth product analysis and will be learning key issues associated with the impact of design. All knowledge teaching is aligned with the GCSE specification. Students will use their knowledge of the products and design impact of their products to engage with an iterative design process of improving a product.

In Performing Arts, we have made required adaptations. KS4 Music the group and class activities have been changed to solo tasks. The students are utilising the device apps such as *Perfect Piano*, *Audacity* and *GarageBand* for practical work. Practical work is recorded at home and students upload their performances to Moodle for assessment and feedback. In Drama, there have been changes made to the curriculum to support remote learning. Year 7 are continuing with their planned SOW on *Storytelling* which has now been adapted with more theory based with work on character development and showing understanding of play text rather than developing practical work. Years 8 & 9 have had a new scheme of work added to the year which is a classroom based scheme on Production Design. This scheme is being used with both year groups as their current schemes cannot be taught remotely and it offers a chance to evaluate how both year groups respond to this unit in reviewing ongoing curriculum development plans. In KS4 Drama, we have made changes to sequencing due to remote learning; Year 10 who were focusing on their practical group performances are now working on their coursework that goes with this unit. While year 11 who were focusing on their monologue and duologue performances are now working on the set text for what would be their written exam.

In Art, we have made some changes to the normal scheme of work to accommodate the teaching and learning of art at home where families may not have access to paints and other artistic equipment or materials. All of our lessons have been adapted so that we can deliver on line tutorial lessons that involve lessons led via the visualizer. Instead of the planned lino printing scheme of work, Year 7 will explore still life projects through our most engaging pieces of lockdown work from the last lockdown. This involves studies of Pop Art Artists like Andy Warhol and Roy Lichtenstein, before moving onto drawing techniques including facial features. In Year 8, to replace their sewing and embroidery project which would have lead into their illustration project, we have swapped the order around. They will complete the illustration project based on *Endangered Animals*. Within this project students will research endangered species from around the world, study the human impact on these animals and look to why they are endangered. They will then look to create high quality pencil drawings of these animals. They will then move into several artists' researches and investigations resulting in creating a character and story. They will then base their toy project around this character. In Year 9 Art, in extension to the figure-painting project that was begun, we will be researching and exploring race, politics and protest Art. The work is aimed to have students discuss contemporary cultural issues such as states and protests and how they relate to art. The work will hope to move towards students investing time in making a personal final piece towards the end of the year that uses the skills they have learned so far this year. Year 11 Art, students were unable to continue creating their clay sculpture in school, however there were research tasks connecting to this project which were unfinished from last term which students under took for the first three weeks back. Once this has been completed, the students will be undertaking a photography lesson investigating and researching the use of Chiaroscuro. Students will then be adding more high quality work within their A03 work, creating high quality high contrast drawings working from primary research. Students will then move into further research into their Year 11 personal motifs. Students will then need to move into artist researches and artist responses.

Remote teaching and study time each day

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 the following number of hours each day:

Key Stage 3 and 4	<p>Student at both Key Stage 3 and 4 follow their normal timetable and therefore complete 5 hours of remote learning per day.</p> <ul style="list-style-type: none">• Year 9 – 8.30-14.15• Year 8 – 8.45-14.30• Year 7 – 9.00-14.45• Year 10 – 9.15-15.00• Year 11 – 9.30-15.30
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Accessing remote education. How will my child access any online remote education you are providing?

Moodle continues to be the main virtual learning environment where lessons and remote learning resources are saved for students to access. During periods of remote education teachers will email the link to Moodle to easily support student access to lesson material. Teachers are also using Microsoft Teams as both the main format of delivering live lessons as well as to set assignments and quizzes to support ongoing formative assessment and feedback during school closure. In addition to Moodle, some teachers are also saving lesson resources on the class note page for students to access.

Name of site	Subject	Login requirements
Moodle	All	School login details
www.office.com including Microsoft Teams	All	School login details only
Microsoft Forms	Science	Click on the link sent by the teacher, school login details required.
www.gcsepod.com	All	Students create own login – Follow the quick start guide.
www.Kerboodle.com	Geography Science	First initial and surname for both login and password, institution code BG3
Seneca Learning	All	Type in your name, e-mail address and create a password. You will be prompted to at the school name and be asked to tick the box if you are over 13.
Sam Learning	All	School ID SN3SJ, Username and password are both the same: 6 digit date of birth and capital initials (no spaces).
Focus e learning	Science	https://www.focuselearning.co.uk/u/35482/lbsCnbdegofAqEFdCtnkznFuypehBpi Just click this link, no login needed.
https://app.carousel-learning.com/	Science	Click on the link sent by the teacher
www.mymaths.co.uk	Maths	sjcc and integer, then individual student logins for the portal, issued by class teacher.
vle. mathswatch.co.uk	Maths	First three letters of first name, first three letters of surname @stjosephs; password is integer.
online. justmaths.co.uk/	Maths	Login is JosephStudent and Joseph for the password.
Home - BBC Bitesize	All	No details needed
Oak Academy	All	No details needed

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

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- There are two main forms of provision to support students who do not have digital or online access at home: *Saint Joseph's laptop loan scheme* and the *government provision of IT resources scheme*, both outlined below.

The Laptop Loan Scheme

- We are currently operating a laptop loan scheme for students who have no or restrictive access to laptops at home. For example, if you have more than one child at school, you can borrow a laptop for each of them. If you are interested in the scheme, please email dlewis@stjosephscollege.net with your name, and the name or names of the children who will be using the laptops. If you would like us to agree a deposit amount less than £100, please contact Debra Lewis via the email address above. You will then be contacted on the phone to discuss your circumstances and agree a suitable deposit amount.
- As soon as the laptops are available, we will send you a message. To collect laptops, parents will need to come to the college reception desk and sign for the safekeeping of the laptops. You will then be given the laptops to take away.
- The laptops will be given to you in their boxes, and they do not have carry cases. For this reason, please ensure that your child only uses the laptop at home, and does not regularly carry it to and from school.
- Even though the laptop is for use at home, and you will be using your own broadband connection, our 'acceptable use' policy for school IT devices is still relevant. This means that laptop should not be used for inappropriate websites or messaging, for example. The full acceptable use policy is available on request.
- We will ask your child to bring in the laptop every six months so that the IT team in school can check it. Please make sure that you keep the box for this purpose.
- We will finally ask for the laptop to be returned by 1st May when your child is in year 11. You are free to return the laptop at any time before then, of course.
- Please note the laptop loan scheme offers hardware provision only and does not offer any provision of Wi-Fi or data usage. Parents/carers need to ensure they contact their broadband provider to resolve any issues as appropriate to enable access to online learning.

Government Provision of IT Resources Scheme

- As part of the government scheme, there have been a small number of laptop & dongles that have been issued to students who previously had no access to IT at home or no availability to Wi-Fi. These have already been issued to families. If you feel that you would be eligible and have not already contacted then please email Ruth Chivers, Family Support Advisor, rchivers@stjosephscollege.net

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

Please find below a summary of the range of approaches we use to teach students remotely at Saint Joseph's Catholic College:

Students are expected to complete their remote learning lessons in conjunction with their timetable of lessons. This is important as our remote learning approach is to use Microsoft Teams to deliver and teach live lessons in the majority of subjects and lessons. Where this may not be possible, for example, due to necessary curriculum adaptations e.g. P.E and where teachers are supporting key worker students in school on duty days, then remote learning will be set for students to work through independently. Students should still complete this lesson work at the normal timetable time for the lesson to establish sound organised routines that support high standards of completion of work. In all cases, for both live and independent lessons, students are emailed details regarding lesson work and resources including the Moodle link. There may be occasions, if it is deemed appropriate by the curriculum leader where live lessons, may be recorded for students to access later for revision purposes. However, it is important to note, that the expectation is for students, unless unwell, to access lessons live and on time in accordance with their timetable.

Some examples of remote teaching approaches:

- live teaching (Microsoft Teams live lessons)
- Use of visualizer to support the teaching of remote lessons
- DEAR – 'Drop Everything and Run': twice a week 15 minute live book readings by a P.E teacher at the start of their P.E lesson in KS3 to continue to develop approaches to reading to support literacy development and reading for pleasure.
- Recorded teaching (e.g. Oak National Academy lessons) used in setting independent remote learning lessons
- Textbooks and revision guides issued to students to use at home
- Online learning platforms e.g. GCSE Pod and similar websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work e.g. Design and Technology and/or internet research activities
- Support for Year 11 Students will also include Academic Mentoring, intervention and support sessions using Microsoft Teams as well as Careers Support.

Engagement and feedback

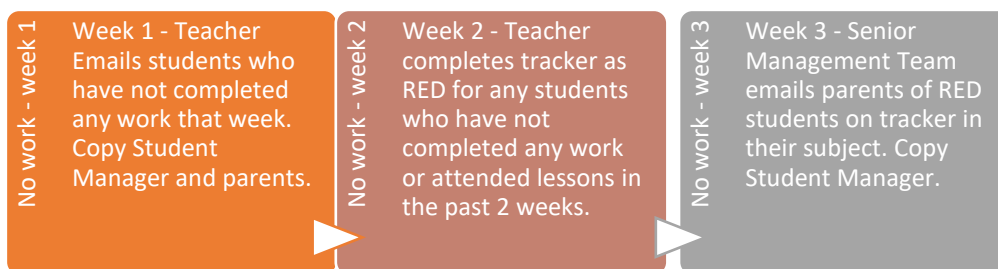
What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Despite the challenges of teaching remotely, there are a range of ways that teachers are using to engage students:

- Use of visualizer as a teacher whiteboard e.g. to model live examples
- Variety of teaching methods and resources to support engagement. As with face to face lessons, variety of both lesson content and structure will support student engagement. This will include retrieval quizzes, video clips, online resources, AfL whole class feedback from assignments, teacher/student questioning, extended written practice, blended learning approaches to homework and remote lessons.
- During lessons students can communicate and give feedback using verbal feedback by taking their audio function off mute, written feedback using the chat function, use of raise hand function, use of like/dislike emoji to agree or disagree with a series of statements and completion of poll surveys.
- Students can use their class note page and homework note page in Microsoft Teams or One Note in Microsoft 365 to save their work. Subject teachers will give students instructions about where work should be completed, but if a student needs a new exercise book they can email reception@stjosephscollege.net to request a new exercise book to be posted home or they can use the class notebook page for that subject on Microsoft Teams.
- Teachers are using Assignments and Quizzes on Microsoft Teams to set work to both engage students and evaluate student progress during remote learning. The outcome of this work is used by the teacher to give feedback. This feedback varies according to the task, but could include individual written student feedback on assignment tasks, issuing of marks and grades where appropriate, feedback on exam rubric and use of formative assessment via whole class feedback in future lessons.
- Despite the challenges of remote learning, we have high expectations of our students who are required to demonstrate high levels of resilience and organisation during remote education. This includes the following:
- **Punctuality & Attendance:** Unless unwell, as with lessons at school, students must arrive to all online lessons on time and must not leave until the end of the lesson or as instructed by the teacher. Teachers have access to IT registers that indicate what time students join and leave a lesson. Attendance and punctuality is being strictly monitored by class teachers, student managers and the leadership team. Sanctions will be applied to students causing a concern, followed up by phone calls home and where there is no improvement, formal written letters being sent home.

- **Behaviour:** We expect student to have high expectations of behaviour so they can work hard and learn well. As with lessons in school, student must not disrupt the online learning of others and must follow the teacher's instructions and demonstrate respectful behaviours at all time. Inappropriate behaviours such as misuse of the chat function and shouting out will be sanctioned, including being removed from the lesson by the teacher. These sanctions will be noted on student's individual schoolbase records. Although the detention cannot be set, this information is used to evaluate student behaviour at our Termly behaviour code meetings.
- **Completion of Work:** Students should complete all class work and assignments set by the teachers. Work is being strictly monitored every lesson with reviews taking place weekly and fortnightly, see the guidance flow chart below.
- **Completion of Homework:** Homework will still be set and student completion rewarded and sanctioned accordingly. Teachers should be mindful of the pressures that students and families are facing during school closure and set no more than one hour per week for their subject at KS3 and no more than two hours per week at KS4. Use of the homework notes page and assignment page on Microsoft Teams can be used to support monitoring of completion and teacher feedback.

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



The fortnightly tracker is completed for all subjects as below:

- Green: All Teams lesson attended and/or all work set completed
- Amber: Some Teams lesson attended and/or some work completed
- Red: No Teams lesson attended and/or no work completed. *This includes students who are a serious concern as they have completed no work despite attending some lessons.*

The following aspects of parental support will enable the work being carried out by schools during remote learning to be more impactful:

- Setting routines to support your child's education and supporting their remote learning
- Ensuring children are up and out of bed ready to organise themselves for their day of remote learning and in time for the first lesson of the day according to their timetable
- Supporting excellent attendance and punctuality
- Removing distractions in the home e.g. gaming and not expecting children to complete chores when they should be in their lessons
- Supporting good routines for daily exercise and sleep routines
- Setting sanctions where there are concerns with completion of work or attendance.
- Home monitoring of class and homework. Ask your child to show you what work they have completed that day and encourage work and assignment deadlines to be met.
- Ensuring any issues with access to IT are speedily resolved.
- Contacting the College to inform us if your child is unwell and cannot attend lessons.

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. Our approach to feeding back on student work is as follows:

In this section, please set out briefly:

- Teachers will give feedback on specific examples of work according to the scheme of work and planned curriculum assessment tasks. These could be diagnostic, mid-term and/or end of unit assessment tasks.
- Teacher feedback may, but is not limited to examples such as extended exam practice responses, class assignment tasks, practice questions and homework tasks using the advantages of technology to support teacher feedback and marking.
- Feedback can be verbal or written from a teacher to an individual student. For example, they could type in the feedback box on assignments on Microsoft Teams or could highlight the exam rubric indicating successful attainment of an extended exam practice response.
- Feedback can be verbal or written from a teacher at whole class level based on marking a sample of responses. Based on common strengths and improvement areas students are expected to further self evaluate and improve their work via green pen redrafts.
- Quizzes on Microsoft Forms will give students feedback on the marks allocated for correct answers.
- Teachers can use Microsoft Teams to give live feedback as students are working on assigned tasks.

Additional support for students 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 students, for example some students 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 students in the following ways:

- Due to the specific and specialist provision required for students in the SEN class 7Z, students are being taught and supported by their SEN teacher, Janet Urban, and the relevant specialist Teaching Assistants in school every day.
- For other students with SEND, including those with EHCP (26 currently on key worker DFE register) and vulnerable students (110 currently on key worker DFE register), they have the offer of daily in school provision alongside key worker students to help with their online live lessons on Microsoft Teams.
- SEND students in school with students of key workers in school are also benefitting from PE colleagues delivering PE lessons. KS3 get two lessons a week and KS4 get one lesson a week as per their timetable.
- Students in school in 7U are also being taught separately under the supervision of specialist TAs
- SEND students and vulnerable students continue to be supported during this time of school closure by Kirsteen Fraser, School SENCO, Ruth Chivers, Family Support Advisor & the student manager. Please see page 1 for email contact

Remote education for self-isolating students

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students 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?

Where students are self isolating at home where schools remain open, then teachers will email all isolating students informing them about the work that they need to complete at home and giving them specific instructions about the lesson including the resources. Where reasonably possible, isolating students will be invited to join the class lesson via Microsoft Teams.