St Wilfrid's RC College
Lockdown Remote Learning

Remote Learning Provision Year 11/13
- Livestream lessons via Google Meets. Students are to attend livestream lessons delivered by their teachers, following their timetable.
- 'How to use Google Meets' tutorials for students are available on their Google Classroom year group class streams.

Remote Learning Provision Year 7-10/12
- Year 10/12 hybrid of livestream lessons and recorded lessons. Livestream lessons will take place via Google Meets and this will take place at least once a week in each subject. Recorded lessons will be set via Google Classroom
- 'How to use Google Meets' tutorials for students are available on their Google Classroom year group class streams.

Remote Learning Aims : Children are in school, with some children self-isolating / absent or there are bubble closures • Future-proof our pupils' learning and additionally their curriculum • Enable pupils who experience gaps in their learning from self-isolation and absence to be able to access resources, support and to continue to make progress from home • Provide materials that allow our pupils to study independently in aspects of learning which they may have missed due to illness or school closure.	**The remote learning platforms that we use are**: • Google Classroom. This is where is assigned and needs to be submitted by students. • Google Meets for live lessons. • Subject specific platforms supplement this learning: MathsWatch, BBC Bitesize, Seneca and Oak Academy.

Provision
• Planned curriculum and timetable delivered from Y7-13.
• Focused curriculum - we teach the same curriculum that we teach in school. This has been adapted for remote learning in terms of how it is being delivered.
• Our learning provision is 5 hours a day, following the existing timetable that a child has. All lessons are scheduled as per the timetable and last one hour each.
• We have allocated our given provision of laptops to children in order to enable access to online learning.
• Students who do not have a device will be posted printed work to their homes. This pack will contain a fortnightly pack of work.
	Support:
	• Laptop provision enquiries: alogan@st-wilfrids.org
	• Internet access issues: alogan@st-wilfrids.org
	• Technical support and forgotten passwords support is available at: helpdesk@st-wilfrids.org
	• Pastoral support: please contact the HoH
	• Support with lesson tasks: students must contact their class teacher using the Google Classroom chat function.
	• HoH/HoY emails:
	  - Aidan: JManuel1@st-wilfrids.org
	  - Bede: GMcCarthy@st-wilfrids.org
	  - Cuthbert: ETiffin@st-wilfrids.org
	  - Hilda: LMarshall3@st-wilfrids.org
	  - Margaret Clitherow: CKennedy@st-wilfrids.org
	  - Year 12 HoY: shodder@st-wilfrids.org
	  - Year 13 HoY: tallen1@st-wilfrids.org
	  - SENDCo: csiedle@st-wilfrids.org
	  - Safeguarding and Designated Safeguarding Lead: alogan@st-wilfrids.org
	Additional Support
	  - Locally, South Tyneside Lifecycle Primary Care Mental Health Service can support young people that are experiencing mild to moderately severe mental health problems. Their Community Child and Adolescent Mental Health Team (CAMHS) can be reached on 0191 283 2937.
	  - Kooth (www.kooth.com): free, safe and anonymous online counselling support.
	  - Anna Freud Centre for Children and Families (www.annafreud.org): self-care to look after our own mental health.
	  - Charlie Waller Memorial Trust (www.charliewaller.org): mental health resources for schools and families.
	  - Childline (www.childline.org.uk): a free, private and confidential service where children can talk about anything.
	  - Headspace (www.headspace.com): free tools around mindfulness and meditation.
	  - Public Health England (www.gov.uk/coronavirus): guidance on health and wellbeing aspects of coronavirus.
	  - MindEd (www.mindedforfamilies.org.uk): safe and reliable advice about young people's mental health.
	  - Young Minds (www.youngminds.org.uk): support for mental health during the pandemic.
	  - NHS (www.nhs.uk): get medical help near you - ring 111.

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Responsibilities when Remote Learning is taking place

Student	Parent/Carer
The pupil's role during a period of self-isolation or forced home learning is to follow their timetable throughout the remote school day logging on to Google Classroom:	*The parent/carer's role during a period of self-isolation or forced home learning is to ensure that their child is following their timetable, completing the work set and submitting it by the deadlines given.*

Student

The pupil's role during a period of self-isolation or forced home learning is to follow their timetable throughout the remote school day logging on to Google Classroom:

Lessons
- Log onto Google Classroom and complete all work set for that day as per the timetable.
- Follow the provided lesson instructions.
- Seek support when needed through the GC chat function
- Use the self-assessment mechanisms to assess work
- Complete assessments in the allotted time and submit as requested by your subject teacher.
- Respond to feedback given

Engagement and Effort
- All work should be completed with maximum effort

Behaviour, Safeguarding and AUP (Acceptable User Policy)
- Follow academy behaviour policy.
- Follow AUP guidelines at all times.

Behaviour, Safeguarding and AUP – Livestream Lessons
- Attend livestream lessons per your timetable
- Cameras are automatically turned off. Do not attempt to turn them on; this will not work.
- Ensure that microphones are on mute
- Attend the tutorial individually, not with other members of the household
- Ensure that you are in an area which is free from distractions
- Use the Google Classroom chat function only to direct questions to the teacher
- Do not engage in off subject conversation with other invitees

- *Pupils who have been absent for any reason are expected to complete previously assigned work or work missed during absence on return to school. If pupils do not engage with online learning during the absence and parents have been contacted with no impact, when the pupil returns staff should set an achievable and realistic deadline for completion of this work. This should only result in one debit per series of incomplete work.*

Parent/Carer

The parent/carer's role during a period of self-isolation or forced home learning is to ensure that their child is following their timetable, completing the work set and submitting it by the deadlines given.

- The role of the parent is to ensure that their child continues to engage if absent, and well enough, or self-isolating. Parents should continue to monitor, encourage and motivate their child to complete work set, always to the best of her/his ability.

Parents can support by observing the following:
- Ensuring that each day their child logs in to Google Classroom and opens relevant lessons. If using paper copies of work, they must have these resources ready to commence their day.
- Assignments will regularly be set by class teachers. These should be completed by the deadline set and submitted in the format indicated by the teacher's instructions. Paper copies to be brought back in upon return and quarantined for 72 hours.
- Pupils who have been absent for any reason will be expected to complete previously assigned work or work missed during absence on return to school.
- To contact the HoH of the child if they are experiencing any access issues via email.

Behaviour, Safeguarding and AUP – Livestream Lessons
- Ensure your child is attending livestream lessons per the timetable
- Ensure that your child attends tutorials individually, not with other members of the household
- Ensure that you are in an area which is free from
- Ensure that if your child misses a livestream lesson that they catch up on the work by watching the recording.

Technical support and forgotten passwords support is available at: helpdesk@st-wilfrids.org
Support with lesson tasks: students must contact their class teacher using the Google Classroom chat function.

St Wilfrid's RC College Remote Learning – FAQs

Question	Answer

How will my child be taught remotely?	**Timetable**
	• 5 hours per day. The DfE have stated that 5 hours of provision per day must be put into place.
	• Children follow their existing timetable.
	• We have produced a home learning timetable that your child can use to structure their day and set goals.
	
	Our approach
	• The DfE, Ofsted and Education Endowment Fund (EEF) has highlighted that there is no difference between recorded and livestream provision in terms of impact upon learning. This is why we have adopted a hybrid approach, so that we can utilise the benefits of both to maximum effect.
	• The research can be found here:
	  - EEF Blog: Live teaching and pre-recorded video lessons – how can we best navigate the evidence? | News | Education Endowment Foundation | EEF
	  - Ofsted and DfE: What's working well in remote education - GOV.UK (www.gov.uk)
	• Live lessons. The format of this will vary per subject.
	Remote Learning Provision Year 11/13
	• Livestream episodes will not last one full hour. The teacher will either start the lesson or conclude the lesson. The remaining time of the lesson will be students engaging in independent application and practice of tasks set. The live steam episode enables the teacher to explain key content and model how to engage in tasks, as well as determine progress and provide feedback. It also enables students to ask questions and seek clarification.
	• Livestream lessons via GoogleMeets. Students are to attend livestream lessons delivered by their teachers, following their timetable.
	• 'How to use Google Meets' tutorials for students are available on their Google Classroom year group class streams.
	* If a staff member is absent, they will be unavailable for a livestream lesson. They will inform students on Google Classroom and assign a lesson to complete.
	
	Remote Learning Provision Year 7-10/12
	• Year 7-10/12 hybrid of livestream lessons and recorded lessons. Livestream lessons will take place via Google Meets and this will take place at least once a week in each subject. Recorded lessons will be set via Google Classroom
	• Recorded remote learning lessons via Google Classroom may include: teacher made, Oak Academy) This learning may be supplemented with subject specific platforms such as MathsWatch and commercial websites such as YouTube clips.
	• Students are to complete their lessons, following their timetable.
	• Teachers will be available via Google Classroom chat during the timetabled lesson time to provide support and guidance with the lesson tasks and content.
	• If a staff member is absent, they will be unavailable for a support during the lesson.
	
	Students without devices or access to the internet.
	• Students who do not have a device will be posted printed work to their homes. This pack will contain a fortnightly pack of work.

What laptop provision is there?	• A survey was sent to all parents/carers to identify which children do not have access to a device or the internet. • If there is a change in circumstances within your home, please contact the below: • Laptop provision enquiries: alogan@st-wilfrids.org • Internet access issues: alogan@st-wilfrids.org

Question	Answer
How will you check if my child is engaging in their learning and how will I find out if they aren't?	• Google Classroom enables staff to see who has submitted work for each lesson and who hasn't. • Google Classroom Guardian Emails will provide parents/carers with an update of what work is yet to be submitted. • Contact will be made home if a child does not engage in their learning.

How will you assess my child's learning and provide feedback?	• Teachers are available each timetabled lesson to provide support and guidance with a task.
	
	Assessment and feedback.
	❑ Lessons include a diet of self-assessment mechanisms and model answers
	❑ Live stream lessons will enable live assessment and feedback in real time
	• Key tasks will be set by staff members to assess your child's progress.
	  KS3/4: Science/English/Maths – 5 key tasks per module (10 weeks). Other subjects – 3 key tasks per module (10 weeks)
	  KS5: 5 key tasks per subject per module (10 weeks)
	• Assessment feedback (closing of the assessment loop) will then be provided to students via Google Classroom.

How will you work with me to help my child who needs additional support from adults at home to access remote education?	**SEND / LAC/ CP/ CIN, Early Help, EHCP and young Carers** • All LAC, CP, CIN, Early Help, EHCP and Young Carers are invited onto site daily to engage in school-based learning. • Parents/carers were contacted to determine whether school was the most appropriate place for them or whether they were able to manage their learning at home appropriately. • If parents/carers have chosen to send them on site and they are absent, they receive a bespoke welfare call from their HoH/Sendco to see what additional support is required. When on site, they will be able to receive support in person. • If parents/carers have chosen to learn remotely at home, HoH/Sendco are making daily phone calls to CP/CIN/LAC and twice weekly phone calls to Early Help/EHCP/Young Carers. When working from home, they will be able to receive support online via Google Classroom. • Parents/carers are to use this regular communication to request additional academic/emotional/pastoral support when needed. • Everyday Excellence – remote learning. This includes differentiated resources for students in line with identified needs. • If at any stage during the remote learning process the parents/carers or pastoral team decide that accessing remote education at home is not working for a particular student then the expectation is that they will return to school daily. • Pastoral staff can be contacted by email (school mobiles imminently) throughout the school day. After working hours or on weekends, Google Classroom contains a range of learning resources and we recommend www.kooth.com as an online counselling service for any students feeling vulnerable. • Parents are offered a place on a training course with the Anna Freud charity to help them support children with additional needs whilst learning from home. • We maintain regular contact with Childrens' Services, the Virtual School and other professionals working with our students and their families.
Attendance	• Year 11/13. Attendance at all livestream lessons and completion of all work set by subject teachers is compulsory, as it is when students are attending school. • Year 10/12. Attendance of the allocated livestream lesson and completion of all work set by subject teachers is compulsory, as it is when students are attending school. • Year 7-9. Attendance of timetabled lessons by engaging with their work using recorded lessons and submitted their work is compulsory, as it is when students are attending school. • Students also need to be on time to their online lessons. • Illnesses and situations which might result in learning being disrupted. There are genuine reason why students cannot attend a lesson or complete their work e.g. they are unwell or there is a challenging family situation at home. If this is the case, please do not worry. Please contact their HoH to inform them. They will let the teachers know that work will not be submitted for a period for your child.

Live Stream Learning and Behaviour Expectations

1. Arrive on time and have all of your documents ready or paper, and equipment to hand.
2. Microphones on mute at all times
3. Cameras off at all times
4. Chat box is to ask the teacher questions and provide responses to the teacher. No social chat.
5. If you wish to ask a question, use the 'hands up' function or type the question in the chat box.
6. When typing questions/answers, you must use respectful and courteous language: "Yes, miss/sir" - You do not phrase your replies as you would a conversation with a friend.
7. You do not share links in the meet.
8. You do not invite others to the meet or share the code with other students.
9. The lesson will be recorded so that if you are unable to attend, you can access this recording.
10. Submit your work when your teacher instructs you to
11. Expectations of behaviour and work ethic are the same as within our usual classroom and school. This includes being ejected from the meet and follow up sanctions if behaviour does not meet these standards and expectations.
12. Attendance is recorded alongside work submissions.

Parent Toolkit

Parent Home Learning ToolKit

St. Wilfrid's R.C. College

Thank you very much for your support in encouraging your child to engage with their learning at home.

The ethos behind our online learning is that the systems that we put into place during the school closure ensure that all members of our school community feel supported throughout and beyond the period of closure, so that staff and students return to school mentally and physically healthy. As part of this, we have produced this Parent Home Learning Toolkit to provide information and strategies to support to you.

As you know, each subject sets tasks each week for your child to complete per the timetable of each student.

As part of this, we understand that you may be experiencing a variety of roles when supporting your child and it is our intention to lessen the parental load in creating this toolkit.

Roles that you may be experiencing:

- **Conversational roles**: questioning, prompting, support for enquiry and understanding

- **Encouraging engagement**: helping to goal set, organise their workload/how time is spent, encouraging your child to start the work, encouraging your child to persist with the work, creating a home learning environment, encouraging wellbeing breaks

- **Supporting with accessing**: interpreting instructions, correcting mistakes, supporting with log ins, helping them to locate resources

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Tips for Creating a Learning Environment

We encourage students to get involved in these activities and to take regular breaks where they take the time to refresh themselves.

We recommend helping your child to set a routine and set goals for their day.

We have produced a home learning timetable planner for students to use to plan their day and set goals.

The EEF have produced a home learning routine planner that you can download here:
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_parents/Supporting_home_learning_routines_-_Planning_the_day.pdf

They have also produced a useful video:
https://educationendowmentfoundation.org.uk/public/files/videos/EEF_Supporting_daily_routines_during_school_closures.mp4

Environment
Create a quiet, comfortable, distraction free area

Be prepared to revise
Equipment, resources and refreshments

Set targets
Give yourself goals to achieve so you know if you're on track

Take breaks
Set regular break times when you take time to refresh

Learning Timetable
Students must follow their school timetable when completing work.
To keep motivated, they can create and use a timetable where they can also set motivational goals.

Supporting home learning routines
Planning the day

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report *Improving Behaviour in Schools*

	M	T	W	T	F
I woke up at a good time.					
I did some exercise.					
I had regular meals and drank water.					
I enjoyed some reading in a quiet space.					
I practised a maths skill.					
I completed some school work at my work space. I chunked it so I had some breaks too.					
I talked to my family about my day and how I am feeling. I asked them about their day.					
I helped with a household job and talked to my family while I did it.					
I contacted my friends.					
I spent some time on my creative hobby.					
My parent/carer told me what I did well.					
My goal:					
My goal:					

Home Learning Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY LEISURE TIME	SUNDAY LEISURE TIME
Goal for the day							
9.05-10am							
10-11am							
Break time 15 mins							
11.15-12.10pm							
LUNCHTIME FOR YR8-9 *LESSON 4 YR9-11 (use the below box to plan this)* *Stay hydrated – don't forget to drink some water*							
1.10-2.10pm							
2.10-3.10pm							
3.30-4.00pm Exercise break							
Goal achieved? Reward yourself if so!							

15 Minute Breaktime Bank of Challenges!

Contact one of your friends for a chat	Do something active	Go for a ten minute walk (get permission first and be safe!)	Crafting e.g. paint a plant pot, try origami
Read or listen to a book e.g. World Book Reader have 3000 online books and audiobooks	Listen to a new song	Listen to your favourite song	Begin to write your own book, adding to it each breaktime
Enjoy a hot drink and a biscuit	Meditation (Headspace have some free meditations)	Contact a family member or friend	Daily photograph challenge
Write down 5 positive things	Do something to help in the home	Learn and practice a new skill using online tutorials or learn from a friend e.g. brush script writing, coding	Create a new music playlist and share it with your friends
Visit a museum online – virtual tours online e.g. British Museum	Draw, sketch or paint	Write a poem	Watch 15 minutes of your favourite series
Make something useful out of recyclable packages	Start a blog or write a journal	Bake Challenge E.g. make a Mars Bar crispy cake (ask permission and check if you need supervision!)	Listen to a podcast