

St Wilfrid's RC College January 2022 Remote Learning

Remote Learning Provision – All Year Groups

- Lessons will be uploaded to Google Classroom. These will not be live lessons.
- Students are to complete their lessons, following their timetable.
- Instructions as to how to complete each task will be given by each teacher on the individual assignments.
- Lessons *will not* be set for the sessions when they are getting tested.
- Teachers will be available via Google Classroom chat during the timetabled lesson time to provide support and guidance with the lesson tasks and content.

Day	Testing	In school in lessons
Tuesday 4 January	Y12 & Y13 (am) Y11 (pm)	
Wednesday 5 January	Y7 (am) Y10 (pm)	Y11, Y12, Y13
Thursday 6 January	Y9 (am) Y8 (pm)	Y7, Y10, Y11, Y12, Y13
Friday 7 January		All year groups

Responsibilities when Remote Learning is taking place

Student



The pupil's role during a period of 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.

- **If a student is unable to complete work due to a barrier that arises, the parent/carer must contact the school to inform us of this. These children will then be set an achievable and realistic deadline for completion of this work upon return to school. If a child does not engage in their online learning, these will be followed up on when we return to school using our behaviour policy.*

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.

Support:

How to use Google Classroom: [ONLINE LEARNING - St. Wilfrid's R.C. College \(st-wilfrids.org\)](https://www.st-wilfrids.org/online-learning)

Keeping your child safe online: [Family Learning - St. Wilfrid's R.C. College \(st-wilfrids.org\)](https://www.st-wilfrids.org/family-learning)

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.

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

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



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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:30-8:00							
8:00-8:30							
8:30-9:00							
9:00-9:30							
9:30-10:00							
10:00-10:30							
10:30-11:00							
11:00-11:30							
11:30-12:00							
12:00-12:30							
12:30-1:00							
1:00-1:30							
1:30-2:00							
2:00-2:30							
2:30-3:00							
3:00-3:30							
3:30-4:00							
4:00-4:30							
4:30-5:00							



Be prepared to revise
Equipment, resources and refreshments



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

7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00
7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00

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 single approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report: [Supporting Behaviour in Schools](#)

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

