

**Longton Hall Road, Longton, Stoke-on-Trent. ST3 2NJ**  
**Tel: 01782 882900 | Email: [office@stmca.org.uk](mailto:office@stmca.org.uk) | [www.stmca.org.uk](http://www.stmca.org.uk) | @StThomasMoreCA**  
**Headteacher: Mr M Rayner BA(Hons) NPQH**

## Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents / carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

When delivering remote education safely keeping children safe online is essential. The statutory guidance 'keeping children safe in education' provides schools and colleges with information on what they should be doing to protect their pupils online.

At St Thomas More Catholic Academy all lessons start with a reminder of the protocols in place to keep everyone safe. In addition, all lessons are recorded.

### Teams Live Lessons: Safeguarding Statement

Good morning/ afternoon all. Welcome to today's lesson.

We will, as usual, be recording this lesson for safeguarding reasons. This recording will only be used for school purposes.

Please turn off your microphone and camera now. They should stay off unless you would like to ask a question. In which case, you should press the 'raise your hand' button.

You should not be able to see or hear each other now. Should you change your settings, and act in a way which does not uphold the expectations of our academy, we will delete you from this lesson and will speak with you regarding this afterwards, if needed.

If your Wi-Fi connection is struggling, please be aware that the microphone and camera being off should improve the connection.

## The remote curriculum: what is taught to pupils at home

Please note that a students' 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.

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## What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the event of a whole class or year group of students been expected to work remotely from home students will immediately follow their usual timetable online through TEAMS. Live lessons will be delivered by your child's usual classroom teacher with supplementary assignments set through the assignments function.

The times of lessons for Y7-11 and Y12 and 13 are:

Time	Years 7 - 11		Time	Years 12 - 13
9.05 – 9.20	Form Time		9.05-9.20	Form Time
9.30-10.15	Period 1		9.30-10.15	Period 1
10.30-11.15	Period 2		10.30-11.15	Period 2
11.50-12.35	Period 3		11.50-12.35	Period 3
12.50-1.35	Period 4		1.20-2.05	Period 4
2.20-3.05	Period 5		2.20-3.05	Period 5

These timings allow for online lessons for one-year group to run concurrently with face to face lessons in school. They also facilitate a screen break in every hour to help keep both students and staff healthy.

In addition to these 'live lessons' assignments will be set though TEAMS. These may also use a variety of different apps to aid learning. The student landing page [Student Landing Page - St Thomas More Catholic Academy \(stmca.org.uk\)](http://stmca.org.uk) will be useful to navigate directly to these. Links will also be provided in TEAMS.



# St Thomas More Catholic Academy

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[www.stmca.org.uk/student/](http://www.stmca.org.uk/student/)

## Quick Access Links to Frequently Used Websites:

			
School Website	Office 365	Google	Wellbeing
			
Hegarty Maths	TTRS	GCSE Pod	Bedrock
			
RE	Hodder	Educake	Internet Geography
			
Technology Student	Edmodo	BBC Bitesize	UCAS



## All Saints Catholic Collegiate

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## **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?**

We strive to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, some more sensitive topics covered in science, RE and PHSE may not be suitable for delivery online without the pastoral support available in school.

## **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 around five to six hours each day:

## **Accessing remote education**

### **How will my child access any online remote education you are providing?**

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

As a school we have adopted the use of TEAMS as a consistent platform for remote education. One advantage of this platform is that it can be accessed using a mobile phone, tablet or even via an X-box or PlayStation. We also record and post on the TEAM all lessons allowing families sharing devices to access lessons at a later time if necessary.





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If you are unable to access TEAMS and do not have a suitable device please contact our Deputy Headteacher Mr Shufflebotham in the first instance. Solutions will include the following possibilities:

- DFE laptops and school owned laptops loaned accompanied by a user agreement and contract
- Invitation to access our key worker and vulnerable student provision
- Work provided in alternative formats to suit individual needs

We are also working with a local charity 'CRCCIC' who can look to provide recycled laptops to our students.

<https://www.crccic.co.uk/>

If data is an issue please contact Mrs Barker (Assistant Headteacher) as there are a variety of schemes available to help with this.

## How will my child be taught remotely?

At St Thomas More Catholic Academy the main focus of our remote education is the live lesson through TEAMS. These lessons follow the regular school timetable allowing all students to access instruction, explanation and verbal feedback.

In addition, assignments set through TEAMS allow additional practice of key skills, application of knowledge and all students to deepen their understanding.

Intervention sessions, for example work in smaller groups with LSPs / HLTAs along with ASDAN lessons will also take place through TEAMS to ensure that all can access the curriculum.

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## 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?**

All students are expected to be online punctually for all lessons. In addition, assignments are expected to be completed carefully and submitted by the due date.

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

Attendance is monitored to all sessions including the form time programme. Non-attendance is then followed up by our attendance team and EWO. Staff in school, including your child's form tutor, student support officer, Head of Year and progress manager will also be available to support.

**How will you assess my child's work and progress?**

Our approach to feeding back on pupil work is as follows:

- An extended piece of work should be deeply marked at least every eight lessons.
- The extended piece of work to be deep marked should be specified within the scheme of learning and meet the requirements of the curriculum intent.
- All extended pieces of work should have formal feedback which uses WWW and EBI.
- All deeply marked work should be followed up by meaningful DIRT which should be completed

In addition to deeply marked work students need to be given regular feedback to ensure that they know how to make continued progress. This can take many forms united by its purpose to feedback to students clearly enabling them to move their learning forward. Examples include, whole-class feedback via TEAMS, quizzes marked automatically via digital platforms, verbal feedback during discussion etc.

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## Additional support for pupils 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 pupils, for example some pupils 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 pupils.

Initially please contact Mrs Lovatt (SENCO) if you have any concerns.

She may:

- Invite your son / daughter into the in-school provision
- Personalise work with written support materials
- Invite your child to some smaller group intervention sessions to further support their learning

## Remote education for self-isolating pupils

Where individual pupils 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 pupils both at home and in school.

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## If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

When a smaller group of students is required to self-isolate a more bespoke solution is needed.

Students are still expected to follow their normal timetable, using resources uploaded onto each TEAM to work independently.

All assignments and home-learning tasks are expected to be completed.

Where it is possible, for example when a significant number of students are learning online, the teacher may invite you to the lesson via TEAMS. You can then follow along with learners in school.

## Key Contacts

Phil Shufflebotham (DHT)	Named person overseeing online provision of teaching and learning
Phil Shufflebotham (DHT)	For queries regarding loaning equipment
Sophie Barker (AHT)	For queries regarding additional data provision
Diane Lovatt (SENCO)	SENCO
Jamie Stubbs (AHT)	Coordinator of key-worker and vulnerable student provision and DSL
Janice Perry (Admin Team)	Absence team