



Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils 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.

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

At Ursuline High School, a full curriculum is taught to all students, whether they are at home due to local or national restrictions or the entire year group or class is required to remain at home. The timetable that our students follow at school will be the same timetable that students follow when remote learning. For example, if a student has Mathematics period 1 on Monday in school, then she will have Mathematics period 1 on Monday online. She will also register with her tutor at 8.35 as if she were at school. The enrichment programme will run as usual.

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

Our remote learning provision is such that all students will begin their remote education on the very same day that they will be sent home. There will be no loss of learning or gaps while we organise any provision. The whole school is geared towards ensuring that our students' learning is impacted as little as possible during this time.

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 teach the same curriculum remotely as we do 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?

This is the current format of the day during the remote learning period. We have given our students an extra 5 minutes in between each lesson to give them opportunity to take a break from the screen to support their physical and emotional wellbeing.

The timings of the day will be:

Registration 8.35-8.50

Period 1 8.55- 9.40 [followed by a 10 min break]

Period 2 9.50- 10.30

Break 10.30- 10.55

Period 3 10.55- 11.40 [followed by a 10 min break]

Period 4 11.50 -12.40

Lunch 12.40-1.25

Period 5 1.25- 2.10 [followed by a 10 min break]

Period 6 2.20-3.10

There will also be enrichment clubs after school, the details of which can be found on our website: <https://www.ursulinehigh.merton.sch.uk/curriculum/enrichment/>

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

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- We ensure that all of our students have a laptop. This is essential to access the learning, both in school and online.
- Students who do not have access to the internet at home are asked to inform their Head of Year. We have provided dongles to students without internet so that they can access their learning from home.
- Students who cannot access their learning from home for any other reasons are invited into school and provision provided to ensure they are supported on site.

How will my child be taught remotely?

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

All of our lessons are delivered by live teaching. Staff will use a variety of resources, from Microsoft Office Apps, Forms, Flipgrid, Streaming, Turn It In and other commercially available websites such as MathsWatch, Seneca, Kerboodle. These are integrated into the live teaching experience.

Work will be set through assignments and feedback given every 2 weeks on a piece of work that enables the student to make progress. This is in line with school policy, whether delivering learning remotely or in the classroom.

EMBs and other assessments will continue online.

To reduce the time that students spend in front of the computer, staff are asked to set non-screen based homework wherever appropriate.

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?

We have a clear set of expectations for all of our students. These are detailed as below.

- i. Students are required to be in their school uniform for remote learning.
- ii. Students are to only have microphone or video on when directed by the teacher and then switched off afterwards.
- iii. Students should only have the microphone on when working in a quiet area with no distracting noise.
- iv. Students are to speak and behave as they would according to the school behaviour policy. Students are to be reminded as such at the beginning of the session.
- v. Non-compliance will result in the student being removed from the session and the school behavioural policy applied.

Staff will provide feedback during the lesson on the students' work. This will be visible to the teacher as all work will be completed through MS Teams on Class NoteBook or through OneNote. Staff will also provide feedback through assessed work every fortnight. Homework will be set according to the same homework timetable when in school, though consideration given to ensuring that it is non screen based as much as possible.

Parental Support

Students are expected to be online, in uniform by 8.30 each morning. It would be useful for parents to ensure that their daughters have a clear routine in the morning and prepare for a day of remote learning as if they were still going to school.

Please ensure that she has an area to work in that is quiet and that she is sat at a desk with a comfortable chair. During break and lunch times, please ensure that she takes some exercise and eats as healthily as possible. This will help with her physical and mental wellbeing. If support is needed for any of this, please contact your daughter's Head of Year.

Please discuss her work with her and ensure that she is not distracted with her phone or any other devices that may take her attention away from the lesson. Encourage her to participate through the microphone and switching on the screen when asked to do so.

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

Students are expected to register with their tutor at the start of the school day. We will contact home if she does not do so. Registers will also be taken in every lesson and parents contacted if a student truants a lesson, much a we would do during a normal school day.

The work will be checked by the teacher during the lesson and when marking homework or assessments. Any concerns will be raised with the Head of Department or Head of Year and they will contact home with their concerns.

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 pupil work is as follows:

Feedback will be given on a fortnightly basis for any assessed pieces of work. The feedback will be written or an audio recording or both. The student will log the feedback in their Tracker Sheet.

Teachers will get feedback from the students during the lesson as part of their normal teaching and will be able to give feedback verbally or written at this point. Teachers may get feedback from a variety of methods such as but not limited to, Mini White Boards on screen, work in the collaboration space, Reviewing Student Work in OneNote (Students' online exercise book), question and answer sessions, breakout rooms, homework, uploaded written work, work set in Assignments, EMBs.

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 in the following ways:

The SEND faculty works closely with parents and students to ensure that the support given is the correct support that meets the needs of the student. Students with a TA will still have one for each of the lessons and they will be in the Teams lesson and have a means of communicating with the student so that additional support is given. Students will still receive their 1-2-1 intervention sessions with the SEND faculty and staff will still differentiate the work accordingly and offer the same support as they would in a classroom.

Students who have special considerations for assessments will still get this support online.

Should the needs of the student not be met sufficiently online, then the student will be invited into school to receive the face-to-face support that they need. No student will be left behind.

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.

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

There will be no difference to the approach given above. Students who are isolating will be expected to join the lesson remotely and participate as if she was in the classroom with her peers. Every lesson in school will run with MS Teams in the background so all students may access the curriculum.