



## St Olave's Grammar School Online Learning and Safety Protocol

**Member of SLT responsible for Online Learning: Mr David Budds (Deputy Headteacher)**

### **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 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.

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

A pupil'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 pupils being sent home?**

On the first day or two of remote education, all pupil work will be set via Microsoft Teams. In order to facilitate planning and preparation of revised schemes of work from a given point in time, it may be that for the first day or two teachers offer fewer live, direct teaching sessions online than would normally be the case.

### **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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we may be obliged to focus on technical/theoretical aspects of practical subjects whilst students lack direct access to usual curriculum resources.

## 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 pupils broadly the following number of hours each day:

Secondary school-aged pupils not working towards formal qualifications this year	5 hours
Secondary school-aged pupils working towards formal qualifications this year	6-7 hours

## Accessing remote education

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

All work will be set via Microsoft Teams. Teachers will sometimes also use other features of the Microsoft Office 365 suite to which all pupils have access (such as Stream and Outlook).

### 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:

- We undertake regular audits of pupil access to domestic ICT provision and arrange loan or, where eligible, provision, of laptops/tablets to pupils and/or, where appropriate, wireless dongles
- Where new issues of access occur, pupils should notify Mr D Budds ([dbudds@saintolaves.net](mailto:dbudds@saintolaves.net)) and Mrs A Berry ([aberry@saintolaves.net](mailto:aberry@saintolaves.net))

## How will my child be taught remotely?

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

Live online lessons hosted via Microsoft Teams, with a minimum frequency per key stage as follows:

- Key Stage 3 (Years 7 & 8): At least one lesson in every six or one lesson every fortnight for subjects which have six or more lessons per fortnight
- Key Stage 4 (Years 9, 10 & 11): At least once per subject per week
- Key Stage 5 (Years 12 & 13): At least once per subject teacher per week

Teachers may also pre-record powerpoints or content uploaded to Microsoft Stream, set online assignments via Microsoft Teams/Onenote, run assessments via Microsoft Forms or other automatically-marked applications, and/or highlight/signpost any other appropriate resources and activities for pupils to engage with. The school actively strives to offer pupils a range of different approaches to ensure variety within their school day which extends to type of activities as well as subject, and which ensures that pupils are not working from screens all day.

## 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 ask that:

- Pupils engage daily with all of their lessons and assignments set, where possible synchronously with the timetable, and where not possible such that submission of assignments is within parameters specified by their teachers.
- Parents notify the school promptly of any issues which will create barriers to remote learning for their child, and work swiftly and cooperatively with the school to address issues of engagement which are brought to their attention by teachers

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

Teachers review pupils' engagement with work set on a daily basis. In the first instance, when there is no evidence of pupil engagement, the subject teacher will contact the pupil. If there is a second successive instance where there is no evidence of pupil engagement, the teacher will contact the parent(s) of the pupil concerned.

## 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 includes, but is not necessarily limited to, the following:

- Pupils will receive regular termly reports in line with the school's published reporting schedule; the planned, published programme of annual parental meetings will also continue to take place, albeit remotely via Teams
- Pupils will receive at least:
  - one detailed, personalised piece of marked work per subject per half term in Key Stage 3
  - two detailed, personalised pieces of marked work per subject per half term in Key Stage 4
  - four detailed, personalised pieces of marked work per subject per half term in Key Stage 5
- Teachers will often give this feedback, and other, lighter touch, types of feedback, in electronically annotated and returned assignments set via the Class Notebook in Teams
- Pupils can receive instant automated feedback from using Quizzizz, Plckrs and other applications in which staff have received training and which enable regular, low-stakes testing of pupil knowledge and understanding to take place
- Feedback might also be delivered at whole class level (when a teacher has marked reviewed the class's performance and/or comments in relation to a particular topic or task, and has identified common issues and/or misconceptions requiring clarification)
- Feedback can be delivered orally in live lessons as part of a dynamic, responsive teaching approach to question and answer sessions

## 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 SENCO, Ms Wilcox, has contacted all pupils currently on the school's SEND register to discuss their specific learning needs and challenges during the period of remote learning. If parents would like to discuss specific issues relating to the additional needs of their son or daughter, they should contact her at [swilcox@saintolaves.net](mailto:swilcox@saintolaves.net). All teaching staff at Saint Olave's, both in their academic and pastoral capacities, have an awareness of the individual learning needs of our pupils and report concerns around additional needs to the SENCO.

## 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?**

Remote learning for pupils isolating whilst some or all of their peers are still in school will be delivered by Teams. Teachers recognise that all pupils can engage synchronously with live learning, and tasks for submission/review will usually be set as assignments via Teams/Class Notebook. Many (but not all) lessons will run as blended learning, during which the “remotely present” proportion of the class engage synchronously with the teacher and the rest of their in-school peers via Teams. Individual teachers will determine the most appropriate approach on a lesson-by-lesson basis.