

Learning@Home

Parents and Carers

Term 6



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*Learning together,
succeeding together,
inspiring excellence*

1. ARRANGEMENTS FOR LEARNING

1.1 The St Katherine's Learning@Home Experience

The purpose of this document is to give an overview of our Learning@Home programme. We will maintain this as a 'living' document and will recirculate when appropriate, drawing attention to all updates.

At the beginning of our school closure, we ensured all classrooms across all year groups were accessible through Google Classroom and we used this as a communication platform. Classcharts is used to recognise and praise the efforts of our students.

After several weeks of Learning@Home, we started to experiment with different delivery models to:

- Enhance the teaching and learning process
- Create greater flexibility in the work plan/schedule of work set
- Maintain consistency in communication

We will continue to evaluate and make adjustments to Learning@Home based on feedback from students, parents/carers, regarding the quality and success of our programme.

1.2 Safeguarding

Safeguarding continues to be our number one consideration. Staff continue to engage in safeguarding training updates and receive weekly updates and reminders. Staff continue to report concerns about students to Kat Crocker (Designated Safeguarding Lead) or Julie Ball (Deputy Designated Safeguard Lead) and we continue to work closely with professionals from other agencies to keep our students safe.

Great care and consideration has been given to the online platforms and ways of communicating we are using to support students' learning in order to keep them and their teachers safe. There are strict protocols that we expect everyone to follow as a result.

We are monitoring peer on peer abuse via the termly student survey and will follow up on incidents of bullying and discrimination where they are reported to us. Students can report bullying and concerns about themselves and their peers via a form that can be found on the [help pages](#) on St. Katherine's Students' [Online Community](#).

1.3 Wellbeing

It is important that students give careful consideration to their mental health and well being and there are simple steps we can all take to help support this. Having a daily routine, setting achievable goals, reading and taking regular physical exercise and spending time in nature are all simple but important things we can all do to help us manage stress and promote wellbeing.

We are acutely aware that young people may find the separation from the routine from school and being isolated from their friends difficult. We have shared a range of resources with students and their families that can be used to support good mental health and wellbeing. Many of the partner agencies that we work with in more normal times continue to support young people online. Their details are available for students on the [help pages](#) on St. Katherine's Students' [Online Community](#).

Our pastoral care for our students continues while we are apart and the conversations that students have with their tutor or key contact are an opportunity to share worries and anxieties or talk about something that is on their mind and want to talk.

1.4 Routines

Students have shared how important routines have helped them. Creating a daily schedule is a helpful way to clarify expectations. This will be different for all families and will need to be adapted to suit the child and family circumstances. An example is below.

8:00am	Wake up and breakfast
9:00-9:30	Outdoor or Indoor exercise
9:30-10:30	Directed Learning
10:30-11:00	Break
11:00-12:00	Creative time
12:00-13:00	Lunch
13:00-14:00	Directed Learning
14:00-14:45	Reading
14:45-15:15	Household Chores
15:15-16:15	Directed Learning
16:15-17:00	Community Time
17:00-18:00	Dinner
18:00-20:00	Social Time
20:00-21:00	Quiet Time
21:00	Bedtime

2. LEARNING@HOME CONTINUITY

2.1 Philosophy

At St Katherine's, our philosophy and vision is holistic and learner centred - *focusing on the whole child, high levels of achievement, resilient attitudes, a healthy mind, body, spirit and individual character.* Our Learning@Home programme aims to prepare learners with the key knowledge, understanding and skills and attitudes for thriving in the future. We want all our students to be in tune with our complex, globalised, digitised and rapidly changing society.

In a time of school closure, our vision continues to be a challenging and engaging approach to learning that is collaborative and experimental and builds strong partnerships amongst students, families and the school.

2.2 Programme Delivery

In an online/virtual environment, the goal is not to try and recreate face to face classrooms, but rather use a blended approach to provide opportunities for learners to work independently, develop their ability to self direct, and learn how to use tools and strategies that they otherwise might not have.

It is not expected that students will be working on Learning@Home for the same amount of time that they would be if in school. There are multiple competing pressures on us all and each home circumstance is different. The table below therefore lays out our guidance for the amount of time that students in each year group should commit to Learning@Home.

	Year 7, 8 and 9	Year 10	Year 12
Minutes per timetabled hour for each subject	25 minutes	40 minutes	60 minutes
Hours per day	2 ½ hours	3 ½ hours	4 hours

As we move into phase two, teachers are developing methods of providing more direct instruction with a mixture of live streamed lectures, voice over narration on presentations and the use of Zoom for whole class instruction. The roll out of these developments will sit alongside the wider reopening of on-site provision according to the following timeline:

W/C 15th June

- Year 12 students will receive one day of onsite instruction for each subject over the next five weeks.
- Year 10 students and their parents will be invited to take part in face to face discussion with their pastoral leader. These meetings can be booked via the online [parents evening booking system](#).

- Year 10 and 12 students will receive at least one interactive online 'lesson' per examination subject per week.

W/C 22nd June

- Students in years 7, 8 and 9 will receive at least one interactive lesson in English, maths and science per week.

W/C 29th June

- Some onsite provision for Year 10 students will commence with students attending a maximum of one day per week.

2.3. E-Reader

To support students with their reading, St Katherine's has launched an exciting new e-book platform. It has over 1300 ebooks and almost 800 audiobooks for students to choose from and is completely free. Further details of how this can be accessed can be found [here](#).

2.4 SEND

Students with SEND are allocated to an Learning Support Assistant or Academic Mentor to support with the engagement and completion of work. Should you have any concerns regarding the progress your son/daughter is making in any subject, please contact our SENDCo, Mrs F Slater slaterf@skdrive.org.

2.5 Engagement

To support the encouragement that you are giving at home, teachers and pastoral staff at school are monitoring the work completed by each of our students. Tutors are making regular calls to stay in touch and to ensure pastoral care. They will raise any concerns with you if your child is not engaging with the work without good reason. If appropriate, an academic mentor will be assigned to those young people who are finding it difficult to engage. Reports will be issued this term to help you keep track of how well your child has engaged.

2.6 Assessment

Each subject has a system for setting, marking and offering feedback on the work completed (see section 2.7 below). Each subject will set assessment tasks where appropriate, with the exception of Year 12, who have recently completed mock exams. If work is to be formally assessed, that will be made clear in the instructions that accompany the work when it is set. Please encourage your child to spend time doing this work to the best of their ability. They will receive feedback on how they have done with some pointers for improvement.

2.7 Reporting

During the period of school closure all of our normal reporting cycles will be suspended. We will however be issuing reports for all students that outline how they have been engaging with Learning@Home. Teachers will report on 3 categories using a 3 point scale for all and the feedback provided must be placed in the context of individual circumstances where we recognise that each home circumstance is different.

	Engagement How much of the Learning@Home has been attempted?	Effort When Learning@Home is completed what does it look like?	Progress As a result of the engagement and effort how is learning progressing?
Exceptional	Prompt response to all tasks set	All work shows considerable effort and thought	Making good progress in all areas of the subject
Good	A number of tasks completed successfully	Effort has been variable across tasks set	Progress in some areas of the subject
Needs Improvement	Limited or no engagement with any tasks in this subject	Submitted work shows minimal effort	Limited or no progress has been recorded

2.8 Feedback on Learning

Whilst teachers will not be able to provide feedback on every piece of learning@home, each faculty has set out clear guidance on the type and amount of feedback that students can expect to receive. This guidance can be seen [here](#). If you are concerned that your child has not received the expected feedback then please contact subject teachers in the first instance.

2.9 Stretch and Challenge

Staff are expected to set work that will provide an appropriate level of challenge by students across the ability range. Each subject will set work that will encourage more able students to extend their thinking. This could be in the form of a choice of tasks, some additional reading or some more creative work. Please let your child's teacher know if you feel that they need more challenging work.

The sector-led Oak National Academy has an online classroom and resource hub. The Academy offers 180 video lessons each week for schools to use, across a broad range of subjects. The lessons cover children in Reception through to Year 10 and are free to use by both teachers and young people.

The Oak National Academy can be accessed here:

<https://www.thenational.academy/>

The BBC has an education package across TV and online, featuring celebrities and teachers, helping to keep children learning at home and supporting parents.

BBC Bitesize can be accessed here:

<https://www.bbc.co.uk/bitesize>

3 LEARNING@HOME CONTINUITY - COMMUNICATIONS, PLATFORMS and DIGITAL TOOLS

3.1 Communications and Platforms

We will continue to provide regular updates through our Weekly Communication for Parents/Carers which is typically sent out at midday on a Friday. If you are not receiving this please contact mollerj@skdrive.org



All Learning@Home will be shared with students via the Google Classroom. Codes for students to access classrooms can be found [here](#).



A log of all work set will also be placed on the Class Charts homework section so that parents can monitor Learning@Home. Access for [parents](#) is separate to that for [students](#) and each requires a different code which can be obtained from tutors.

3.2 Digital Tools

There are a wide range of online platforms that will be employed by different subjects including:

- Seneca Learning
- Kerboodle
- Hegarty Maths
- Oak Academy

Access to these platforms is controlled by subject teachers so if your child is struggling to work via these platforms, the class teacher would be the first person to contact.

As we move into phase two, teachers are developing methods of providing more direct instruction with use of Zoom for whole class instruction. Students should create a Zoom account using skdrive.org email address by going to <https://zoom.us/>.

Direct online communications require very clear guidance for all participants and our code of conduct is shown below.

3.3 Zoom Code of Conduct

Any member of our school community engaging in our Zoom video conferencing sessions will abide by the following:

Everyone will

- All Zoom accounts used will be linked to an skdrive.org address.
- Wear suitable clothing, as should anyone else in the household.
- Any computers/devices used should be in appropriate areas, for example, not in bedrooms; and where possible against a neutral background.
- Language must be professional and appropriate, including any family members in the background

Teachers will

- Ensure that only Zoom accounts linked to an skdrive.org address are used to host meetings.
- Ensure that chat features are switched off.
- Ensure that participants cannot join the meeting before the host and that a waiting room is set up.
- Make necessary efforts to remove any background noise recognising that a number of staff will also be caring for their own children. Uphold professional standards at all times.
- Ensure that pupils are muted with video disabled as they join the session until the session begins
- Undertake to record any meetings.
- Ensure there are no 1:1 sessions, only group meetings and two or more staff members will be present
- Ensure that screen sharing is switched off unless specifically required for the meeting.
- Place any pupil on hold if they are deemed by the hosting adult to be breaking a school rule.
- Sessions should be kept to a reasonable length of time.

Pupils will

- Use only accounts linked to their skdrive.org address for accessing school related meetings
- Use their pupil names for identity - first name and first letter of surname
- Use the 'Raise Hand' function to indicate that they wish to participate in the meeting.
- Continue to follow school rules when participating in meetings with regard to their conduct; Respect, Responsibility, Resilience.

Parents/carers will

- Ensure that Zoom meeting invites are not shared by students or parents.
- Ensure that an appropriate adult is monitoring the pupil's use of this technology.

4 LEARNING@HOME - CONTACTS FOR PARENTS/CARERS

Our Weekly Communications For Parents/Carers contain important information and updates for parents/carers. Below is a reminder of our key contacts.

WHO TO CONTACT AT ST KATHERINE'S

For queries about:	Contact:
Safeguarding	crockerk@skdrive.org
Courses, assignments or resources	Subject Teachers
Access to online library resources	wylidl@skdrive.org
Technology related	francisblacka@skdrive.org
Curriculum	francisblacka@skdrive.org
Learning@Home resources	stewarda@skdrive.org
Personal, social or emotional	Tutor or Head of House
General queries	school@skdrive.org
Free School Meals	finance@skdrive.org
Key Worker / Vulnerable Children Provision	colebournes@skdrive.org