

# Learning@Home

## Parents and Carers



## CONTENTS

<b>1. ARRANGEMENTS FOR LEARNING</b>	<b>3</b>
1.1 The St Katherine's Learning@Home Experience	3
1.2 Safeguarding	3
1.3 Wellbeing	3
1.4 Routines	4
<b>2. LEARNING@HOME CONTINUITY</b>	<b>6</b>
2.1 Philosophy	6
2.2 Programme Delivery	6
2.3. E-Reader	7
2.4 SEND	7
2.5 Engagement	7
2.6 Learning Resources	7
<b>3 LEARNING@HOME CONTINUITY - COMMUNICATIONS, PLATFORMS and DIGITAL TOOLS</b>	<b>9</b>
3.1 Communications and Platforms	9
<b>4 LEARNING@HOME - CONTACTS FOR PARENTS/CARERS</b>	<b>10</b>

*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.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, in PE, students will be asked to use external resources to ensure that they maintain a healthy and active lifestyle.

We will continue to share work on Google Classroom and recognise and praise the efforts of our students through Classcharts.

## 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.

Anyone who is worried about a student at St Katherine's School can report their concerns by either emailing [tellsomeone@skdrive.org](mailto:tellsomeone@skdrive.org) or completing the ['Tell Someone' form](#) that can be found on the school website. This can be completed anonymously if necessary. We are monitoring peer on peer abuse via student surveys and will follow up on incidents of bullying and discrimination where they are reported to us.

## 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 routines have helped them during periods of isolation. We expect students to follow their normal timetable during any period of isolation and for parents to support in setting these routines. During a whole school or year group closure, on the whole, teacher led lessons will be delivered. These lessons last for 45 minutes and students are expected to actively participate in their lesson by:

- Answering any questions from their teacher
- Completing all work set and sharing this with their teacher where requested.

We know how crucial reading is to every student in our school and so expect that students read for at least 20 minutes a day and complete the reading log where appropriate. Physical activity is also crucial, we will share daily activities that students can complete at the end of the day [here](#).

Where students have not engaged with lessons, this will be registered in classcharts and a member of the pastoral staff will be in contact to discuss how we can support students in effectively engaging.

An example of a daily routine is below.

8:00am	Wake up and breakfast
8:30-8.45	Outdoor or Indoor exercise
8:50-9:10	Reading
9:10-9:25	Tutor time
9:30-10:15	P1
10:15-10:45	Break
10:45-11:30	P2
11:45-12:30	P3
12:30-13:15	Lunch
13:15-14:00	P4
14.15-15.00	P5
15.00-15.20	Physical Exercise
15:15-16:00	Community Time/Household Chores

16.00-16.55	Independent Study or Reading
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

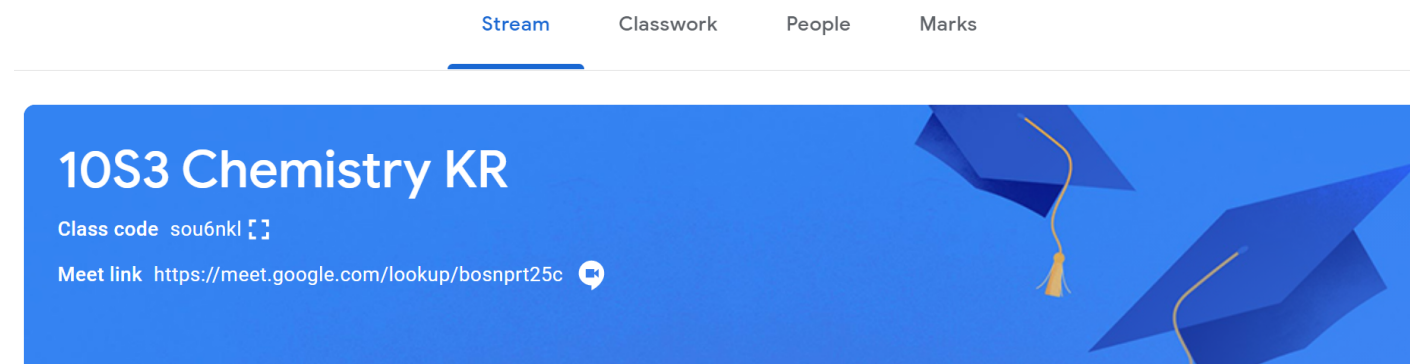
At St Katherine's, our philosophy and vision is holistic and learner centred - *focusing on the whole child, high levels of achievement, resilient attitudes, a healthy mind, body, spirit and individual character.* Our Learning@Home programme aims to prepare learners with the key knowledge, understanding 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

Where individual students are self-isolating, teachers will share their lesson resources on google classroom for students to work through.

Where a whole class or year group is required to self-isolate, where possible, 45 minute lessons will be delivered live via google meets. The link for the google meet can be found at the top of the google classroom page:



The screenshot shows a Google Classroom interface. At the top, there are navigation tabs: 'Stream' (highlighted in blue), 'Classwork', 'People', and 'Marks'. Below the tabs is a blue banner for the class '10S3 Chemistry KR'. Underneath the banner, it displays 'Class code sou6nkl' with a copy icon and 'Meet link https://meet.google.com/lookup/bosnprt25c' with a copy icon. The background of the banner features two blue graduation caps.

During the google meet, students are to blur their screens and switch off their microphones. If there is any unacceptable behaviour, students will be removed from the google meet by their teacher. Staff may ask your child to unmute their microphone to answer questions or communicate via the chat function within google meet.

Where staff are unable to provide a live session, material will be shared in the google classroom for students to independently complete.

During any period of self-isolation, students will work in their books in the main. Whilst teachers will not be able to provide feedback on every piece of learning@home, students will have one or two pieces of feedback a term in each subject in which they are expected to respond to. Where teachers need to assess student work, students may be asked to work in google docs or submit an assessment via an external platform such as Seneca.

If a student does not have access to a laptop or internet access, the student's Head of House should be contacted. They will look at how we can ensure students can access their online learning. We will aim to lend devices where possible.

## 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 high needs SEND working below age related expectations and who are a cause for concern are allocated to a 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](mailto:slaterf@skdrive.org).

Students with dyslexia or dyslexia traits can use the coloured overlay feature which can be found on the Chromebook.

## 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 parents if a student 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.

## 2.6 Learning Platforms & Resources

Our Learning@Home programme is delivered through google classroom and google meet. For support in accessing these platforms:

- Guidance for students on setting up [Chrome](#)
- Guidance from students on using [Google Classroom](#).

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.

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 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](mailto:mollerj@skdrive.org)



All Learning@Home will be shared with students via the Google Classroom. Google Classroom will generate a summary of the work set with parents. Please ensure you have set your preferences for this communication.



Staff will continue to praise students via Class Charts. Access for [parents](#) is separate to that for [students](#) and each requires a different code which can be obtained from tutors.

## 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	<a href="mailto:crockerk@skdrive.org">crockerk@skdrive.org</a>
Courses, assignments or resources	Subject Teachers
Access to online library resources	<a href="mailto:wylidl@skdrive.org">wylidl@skdrive.org</a>
Technology related	<a href="mailto:francisblacka@skdrive.org">francisblacka@skdrive.org</a>
Curriculum	<a href="mailto:richardsk@skdrive.org">richardsk@skdrive.org</a>
Learning@Home resources	<a href="mailto:richardsk@skdrive.org">richardsk@skdrive.org</a>
Personal, social or emotional	Tutor or Head of House
General queries	<a href="mailto:school@skdrive.org">school@skdrive.org</a>
Free School Meals	<a href="mailto:finance@skdrive.org">finance@skdrive.org</a>