

The Cathedral School of St Peter and St John RC Primary



*Growing together within God's loving family, we support, challenge and inspire
each other to become the best that we can be.'*

Remote Learning FAQ

January 2021

1.0 Frequently Asked Questions (FAQ)

Q1. Do schools have a legal duty to provide remote education?

Yes. In October 2020, the Government issued a [Temporary Continuity Direction](#)

Q2. Does The Cathedral School of St Peter and St John RC Primary have a Remote Learning Policy?

A1. Yes. The [Remote Learning Policy](#) can be accessed from the school improvement – Covid policies link on the school's website homepage.

Q3. What remote learning platform is used by The Cathedral School of St Peter and St John RC Primary

Remote learning is delivered via a number of platforms but mainly through Google Classrooms and ZOOM

Google Classroom developed by [Google](#) for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

Google Classroom integrates [Docs](#), [Sheets](#), [Slides](#), [Gmail](#), and [Calendar](#) into a cohesive platform to manage student and teacher communication. Students can be invited to join a class through a private code, or automatically imported from a school domain. Teachers can create, distribute and mark assignments all within the Google ecosystem. Each class creates a separate folder in the respective user's [Drive](#), where the student can submit work to be graded by a teacher. Assignments and due dates are added to Google calendar, each assignment can belong to a category (or topic). Teachers can monitor the progress for each student by reviewing revision history of a document, and after being graded, teachers can return work along with comments.

Zoom is all-in-one hub for the collaborative classroom. Zoom meetings allow teachers to host video and audio calls, share documents, conversations.

Purple Mash

Purple Mash is an educational, creative and inspiring tool for children aged 3 to 11. It includes a collection of essential child friendly ergonomically designed tools, games, activities and 1000s of digital resources for children and teachers across core subjects and curriculum areas.

Q4. Will pupils be taught broadly the same curriculum as they would if they were in school?

Yes. Every effort will be made to ensure that curriculum quality, breadth and balance are not sacrificed where pupils are required to learn remotely.

Remote learning will follow the normal school timetable. Pupils need learning routines and consistent expectations when working at home. Every effort will be made to ensure equality of curriculum provision and continuity between pupils learning at school and those learning at home.

The principles and qualities underpinning effective teaching and learning are fundamentally the same, irrespective of whether learning takes place remotely or in the classroom.

Q5. How many hours a day will pupils be expected to engage in remote learning?

Pupils will be expected to engage in 3 – 4 hours of remote learning

As part of the lesson, teachers will use a variety of internal and external resources which they will make available to pupils.

Such as

[Google classroom](#)

Work packs – hard copies to be collected from school • Work books • Email • Online learning platforms [PurpleMash](#) and Education City • Educational websites • Reading tasks • Work packs shared on the class webpages

Q6. What is the school's expectations of pupils?

- Complete all work set within the day and turn it in.
- Ask questions if needs be to support the learning.
- Watch the instructional videos first before attempting to complete the work set.
- Arrive on time to the online sessions.
- Ensure that the camera is on at all times
- Under no circumstances, record the lesson or share any images from the lesson on any platform.
- Keep their microphone muted unless the teacher asks them to speak and mute themselves when they have finished.
- Only use the 'chat' function if directed to by the teacher and only for the purpose they specify.
- Gain permission from the teacher if they need to leave the lesson for any reason.
- Have an adult observing you at all times whilst on line.

Q7. What are the School's expectations of parents?

In a broad sense, pupils are expected to fully engage and participate in the remote learning provision. In terms of a Code of Conduct, this is covered in section 2 of the [Parent Code of Conduct](#)

Q7. What are the Academy's expectations of parents?

In a broad sense, to support their child as much as possible.

In terms of a Code of Conduct, this is covered in Appendix 3 of the [Remote Learning Policy](#) i.e.

- Support their child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
 - Encourage their child to participate fully in online lessons and to complete independent work set by their teachers.
 - Ensure that no element of an online lesson is recorded by their child or family members.
 - Avoid making any comments, or sharing any material, on social media that could identify their child, school or staff.
 - Ensure that their child takes care of any equipment that they have been loaned by the Academy and uses it only for the purposes for which it was intended.
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- Support their child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
 - Ensure that what the child is handing in is their own work. – supporting them to do that is essential.
 - Encourage their child to participate fully in online lessons and to complete independent work set by their teachers.
 - Ensure that no element of an online lesson is recorded by their child or family members.
 - Avoid making any comments, or sharing any material, on social media that could identify their child, school or staff.
 - Ensure that their child takes care of any equipment that they have been loaned by school and uses it only for the purposes for which it was intended.

Q8. What are the school's expectations of staff?

In a broad sense, to replicate, as much as is possible, the same educational learning as face-face teaching inside of school.

Please see the [Remote Learning Policy](#)

- Send session invites set within Google Classrooms
- In advance, upload resources and instructions for the pupils to be able to understand what is required.
- Sign into google classroom and or zoom before the lesson is due to begin, ensuring there are no issues in terms of access, content etc.
- Ensure settings are configured so that only they can present during the lesson and share their screen.
- At the start and end of each session, open the camera/webcam facility to personalise the lesson.
- Where teaching from home, blur the background (or choose a background) to protect personal privacy, wear suitable professional clothing and try to teach from a place in the house that is quiet, with minimal disruption.
- At the end of each session, select 'end the meeting' (not 'leave the meeting') so that pupils cannot continue the meeting unsupervised.
- When teaching pupils online, ensure that all communication is through zoom. Never share personal details or contacts with pupils or communicate through social media or other channels. Private 'chat' with pupils is prohibited.
- Ensure that they model high professional standards at all times.
- Monitor attendance
- Provide follow up work to the session.
- Provide feedback e.g. verbal (through the audio facility) and written (through the 'chat' and 'assignment' facilities).

Q9. Will pupils' attendance and work completed be monitored?

Yes. Parents will be contacted if their child does not access the live sessions or does not complete their work on Google Classroom

Q10. How will the school check that pupils are engaging with their work?

This will be checked in the following ways:

- Attendance to live sessions.
- Participation in the live sessions
- Completion of set tasks/assignments.

Q11. How will the school check pupils' work and progress?

This will be checked in the following ways:

- Through the audio facility i.e. verbal answers to questions from the teacher.
- Through the 'chat' facility i.e. short, written responses to questions.
- Through the 'quiz' and 'assignment' facility.
- Through additional learning platforms times table rockstars etc

Q12. Will pupils be set additional work outside of the remote learning day?

The school appreciates that pupils are working at a computer or alternative digital device for up to 4 hours a day and there is a need for a sensible balance.

Teachers are expected to incorporate regular assessment into the google classroom slides etc and live lessons. Where this is not possible, or essential follow up work is required for the next lesson, additional work will be set outside of the remote learning day.

On Fridays there will be less online time – the class teachers will also put on non - electronic activities for the children to complete.

Q13. What support does the school provide to pupils who do not have access or have limited access to suitable digital devices at home?

The school has distributed school and DfE laptops and donated tablets to disadvantaged pupils.

Where pupils have no access to a suitable digital device, they are encouraged to attend school.

Q14. How is the Academy supporting pupils with special educational needs and disabilities (SEND)?

Pupils with an EHCP are encouraged to attend school, where they will be supported by learning support staff.

Where pupils with EHCP are not able to attend school, ongoing appropriate guidance and support will be provided by the SENDCo, Mrs Hamer.