

Lincoln Christ's Hospital School

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Wednesday 13th January, 2021

Dear Parents/Carers

Thank you for bearing with us while our staff develop their skills in the use of full remote teaching. Thank you too for the support you are giving your child and the feedback you have given us which allows us to improve and clarify our offer.

I am going to outline some key points about how we are delivering and tracking online learning which will hopefully give clarity and provide an answer to most frequently asked questions we have had. Please forgive the length of this letter, there is a lot to cover. It might be useful to keep it for reference.

The provision of online learning is covered by statutory guidance. This came into force in late October and has been updated in January; last week is the first chance we have had to test that the offer we have in place works. The guidance requires that for secondary-aged students we:

- set meaningful and ambitious work each day in an appropriate range of subjects;
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - Key Stages 3 and 4: 5 hours a day;
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources;
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion;
 - providing scaffolded practice and opportunities to apply new knowledge;
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge;
 - avoiding an over-reliance on long-term projects or internet research activities.

This letter will look at how we are meeting each of these expectations and help you to understand the volume of work set, along with how we are monitoring the work through ClassCharts.

Set meaningful and ambitious work each day in an appropriate range of subjects.
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We are continuing to follow our school timetable throughout lockdown. As we have a broad and balanced curriculum timetabled across the week, this will mean that an appropriate range of subjects (for age and stage) is on offer each day.

Teachers are following their normal department curriculum offer through lockdown – as closely as they can. This will see 'ambitious' work and work which is 'well-sequenced curriculum so that
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knowledge and skills are built incrementally'¹. As is our normal curriculum offer, we will avoid 'over-reliance on long-term projects or internet research activities'.

Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

Key Stages 3 and 4: 5 hours a day.

We are setting 5 lessons a day for all students as this is the 'core teaching pupils would receive in school'. We are, of course, including Key Stage 5 in our offer (although this is not mentioned in the government guidance). Sixth Form students will be set an hour of work for each lesson on their timetable. They have five taught hours per subject per week. Their teachers will also set homework which will provide a further hour of independent work for each timetabled hour as has always been the curriculum expectation.

This work will be set through ClassCharts which will be our 'selected digital platform' and will be 'consistently used across the school in order to allow interaction, assessment and feedback'². We will use MS Teams as our secondary digital platform offering at least one session per subject per week to enhance our offer.

Across each week, all classes will receive a mix of live direct teaching time (MS Teams) and time to complete tasks and assignments independently – as directed in the lesson details on ClassCharts for each lesson. There will also be use of recorded videos of teachers – these could be recordings our teachers have made, but are more likely to be high-quality resources already available³ (e.g. Oak National, teacher's channels on YouTube).

We know that for some children, five hours is a lot and for others it does not seem enough. We are learning as teachers and adapting how much is necessary for an hour. We know that, in a lesson in school, we would cover the content and the activities set, but that does not always translate over a remote offer.

Sometimes, with the class discussion and review missing, the work set takes less time than expected to complete. This can also be where a teacher would usually offer extension to a child who has rushed and not fully met the task set out – again, this hard to judge and replicate when we are not in the room with the child.

In other instances, the work – which requires more reading from students rather than verbal instructions for the teacher – is taking longer than one hour to be completed. This is something that has been hard to judge and is part of our learning curve. We will adjust detail and break lessons like this down where we have seen that our classes have not all finished.

All we are asking is that your child accesses the work and does their best with it during the time of the lesson. If they do not get it finished and submit unfinished work, that will inform the teacher of a need to adjust in future lessons.

We do not want children to need to be working beyond what would be their normal school hours. You might want to encourage them to go back and finish one or two tasks at the end of the day as 'homework', but that is your choice as a parent. Other than for examination year groups, we will not be setting additional homework throughout the lockdown.

To help children to organise their work, teachers have now been asked to use the following format in their lesson titles on ClassCharts: Day Date – Subject – Lesson (e.g., Mon 11th Jan –

¹ [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](#) p. 47

² [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](#) p. 47

³ 'Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.' [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](#), p. 48

Maths – P2). This should make it easier for your child to see the five lessons set for each day. They are also going to include the start time for any MS Teams sessions along with the link.

Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.

Our primary system for checking whether pupils are engaging with their work is ClassCharts. Its use has changed slightly through lockdown. While it is still our system for rewarding students, we are also using it to track whether children 'are engaging with their work'.

We have been finalising how we do this to ensure consistency going forward. Each lesson set will be tracked. This allows us to have engagement data. The alerts generated on the student and parent app will also keep you informed.

For tracking engagement during lockdown, teachers will record lesson engagement through the homework register in ClassCharts. This will be done at the end of the lesson or at the end of the day (dependent on teacher's workload). All lessons engagement will be recorded by 3.45pm each day. **As it is likely this will be done at the end of the lesson, it is important that your child follows the normal timings of the school day wherever possible and uploads work at the end of session – even if it is not yet completed.** Once teachers have recorded engagement, they will not be required to return to the register to update it with 'late' submissions (we have to be considerate of teacher workload).

For each of their lessons, your child will receive a homework completion alert using one of the following codes:

Submitted = work has been uploaded on the system showing engagement with the lesson

Not submitted = no work has been submitted and there was no sign of engagement from the child (they have not viewed the work or contacted the teacher)

Not marked = work has been viewed but has not been uploaded

There are no negative points associated with the 'Not submitted' and 'Not marked' category. They are for information only. You will know of the circumstances in your house, and if your child receives 'Not submitted' when you know that they were unable to access the system or due to other extenuating circumstances, you can dismiss it. If it is a lesson you thought they had been engaged with/ you expected them to have engaged with, you may want to discuss this with them.

If they had done the work, they can message the teacher to let them know. However, to support teacher workload, once the teacher has completed the lesson engagement register/ marked Teams attendance, they are not required to go back to the session to update it.

There is no alert sent when a teacher selects 'Not marked' (this is a program matter, not one school can change). The teacher may have recorded this because they gave the option of the students doing their work in their book or because a technical problem meant uploading of work was not possible. This is just for information. If you are happy that your child engaged with the lesson and did their best, all is well.

Progress Leaders will be tracking this data in school. Where there are lots of 'Not submitted' or 'Not marked' awards for a child, they are likely to make contact to check everything is alright and to offer support. Your daily alerts in ClassCharts will already have given you the information so the call will give a chance for support. You are welcome to contact school to discuss any concerns you have about your child's engagement with their learning.

For tracking of engagement, we will also mark attendance in MS Teams sessions. The 'Attended online lesson – information tracking' award shows that they joined the session. The 'Didn't attend online lesson – information tracking' shows that they did not. This will not have negative points linked to it. It is for tracking purposes.

It may well be that you have advised your child's Progress Leader of a reason why your child is not going to attend a particular lesson or complete certain work. They will know this when they are tracking the data and act accordingly.

Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- **providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources.**

Our explanations are, in the main, through the task outline in the homework section of ClassCharts or on the resources provided by the teacher as attachments. These are accessed by reading. We know that our children are probably more familiar with verbal explanations, but the ability to read and follow an instruction is a life skill which we really need to develop.

Explanations are also shared through video and audio from teachers – these might be our staff or might be via another linked platform like: Oak National Academy, The Greenshaw Learning Trust, GCSEPod, YouTube. These videos have been viewed and selected by our teachers as they cover the necessary curriculum points. To record and edit a video for each lesson would take additional time that teachers do not have (on top of their full teaching commitment each day) and so using resources which are already available – and often government endorsed (Oak National, Bitesize) – our teachers are using their time effectively to ensure all lessons are fully resourced, supported and feedback completed.

Further explanations are given in the MS Teams sessions offered for each subject across the week. We know that there have been some difficulties with accessing MS Teams sessions this week. To help with this, teachers will include the start time of the meeting in their lesson explanation along with the link to the lesson. This means your child will receive a personal invite through their school email and the link in ClassCharts which gives two ways to access the meeting. We also know that some families have found the Lockdown Timetable has been difficult to understand. (Perhaps this offers an insight of the complexity of providing a remote learning timetable!) Please do not worry about this, any MS Teams sessions will have a link in ClassCharts – if there is no MS Teams link in the lesson explanation/ attached to it, then there is no MS Teams session within that lesson. Progress Leaders are also going to send a follow up explanation of the Lockdown Timetable for each year group to assist with understanding and planning. This will include clarification on start times within each lesson – this has also been shared with staff to avoid any further confusion around this.

Personalised explanations are given via ClassCharts messages when a child messages their teacher to ask for support.

Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- **enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;**
- **using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge;**

Teachers will use the questions set in Assessed Task and their MS Teams sessions to gauge progress and offer feedback.

Each of your child's subject teachers will provide feedback – in the form of a whole-class feedback comment through ClassCharts - to all who have 'Submitted' an Assessed Task. This will happen at least once per fortnight for subjects with more than one hour of lesson time each week, and once every three weeks for subjects with only one lesson per week (this is demonstrated in the table at the end of the document). This means that teachers will set an Assessed Task following this schedule and will indicate that it is an Assessed Task in the lesson explanation on ClassCharts.

With feedback once per fortnight or three weeks per subject, your child will receive feedback more than once per week on average. It might be that multiple bits of feedback occur in one week, and none in another. This is because our teachers need to set the Assessed Task when it is appropriate for their subject and the class within the timescale above.

Teachers are not expected to offer individual written feedback to each piece of work submitted, just like they would not mark the work completed in every lesson in school.

Where relevant to curriculum stage and task set, a mark/grade may be given. The whole-class feedback will have the top and average mark for the class. Individual marks will be shared as individual feedback within ClassCharts. The individual feedback will just contain the mark/grade – the further feedback will be in the whole-class message.

The work submitted in lockdown will inform the progress grades that will be completed as per the school calendar. Our progress grades are informed by individual pieces of work, but never reflect one piece of work alone. We are aware of the differing access our students will have throughout this time so we will look to complete more formal assessments once students are settled back into a classroom routine later in the year.

Thank you for taking the time to read this letter. I hope that it has increased your understanding of, and confidence in, the work our staff team are undertaking to support your child through remote learning.

Yours faithfully

Mrs C Owens
Deputy Headteacher

Table 1: Details of subjects in Years 7 – 9 moving to one MS Teams session per fortnight from Monday 18th January 2021

Year	Subjects	MS Teams session (at usual Lockdown TT time) in weeks commencing:
Year 7	Religious Studies, History, ICT	18 th Jan, 1 st Feb
	Geography, DT, Performing Arts*	26 th Jan, 8 th Feb
Year 8	Geography, Performing Arts*, DT,	18 th Jan, 1 st Feb,
	Religious Studies, History, Art, ICT	25 th Jan, 8 th Feb
Year 9	Religious Studies	18 th Jan, 1 st Feb,

* There are two Performing Arts lessons per week for Year 7 and Year 8 students. One is a Music lesson and the other is Drama. There will be a MS Teams lesson for both lessons in one week and no MS Teams lesson for Performing Arts in the next week.

Table 2: Frequency of Assessment Task/feedback per subject:

Year	Frequency	Subject(s)
Years 7	once per fortnight	English, Maths, Science, Modern Foreign Languages, Art

	once every three weeks	Religious Studies, Performing Arts (Music, Drama), History, Geography, Design and Technology, ICT
Year 8	once per fortnight	English, Maths, Science, Modern Foreign Languages, History, Geography
	once every three weeks	Religious Studies, Performing Arts (Music, Drama), Art, Design and Technology, ICT
Years 9	Once per fortnight	All except Religious Studies
	once every three weeks	Religious Studies
Years 10 & 11	Once per fortnight	All subjects*
Sixth Form	once per fortnight	All subjects and courses

*There will only be feedback fortnightly feedback for Religious Studies for those students working towards the qualification in this subject. Other students will receive feedback once every three weeks (although some Y11s are following alternate study through GCSEPod and SAMLearning at this time so will not receive feedback). Class teachers will clarify this to students.

NB. There is no formal feedback for Core PE as teachers will not have seen physical activity on which to offer worthwhile feedback. There will be formal feedback for Sports Courses in Y9 – 13 once per fortnight as the theory element can be assessed.