



Curriculum Information

The curriculum of our school is a reflection of our school ethos, vision and ambition.

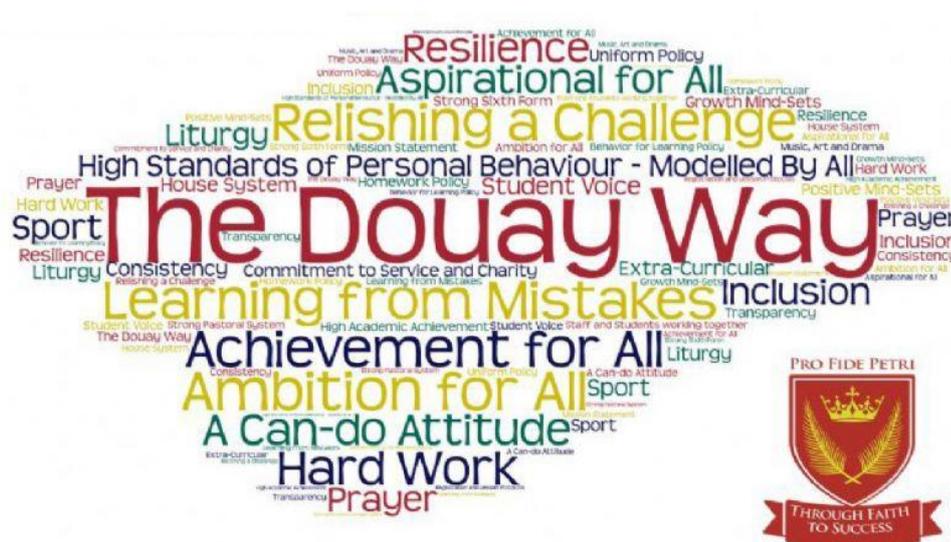
The “Douay Way” is to seek to educate the whole person and to support all students to develop as resilient, hardworking, aspirational young people.

We seek to do this by offering a broad, balanced and challenging curriculum for all year groups.

All students follow a core curriculum in Key Stage 3 and 4 which includes Religious Education and what are sometimes called the Ebacc subjects.

In addition, students study a range of technology and creative subjects as well as physical education. In Key Stage 4 students are guided to choose from appropriate pathways, and supported in order aim to fulfil their academic potential, and access the best range of post-16 options and opportunities according to their needs.

These curriculum principles do not change them providing education via Remote Learning.





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 where national or 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 page.

The remote curriculum: what is taught to pupils at home

It is our intention to provide remote learning that mirrors the content, skills and aspirations of that which we would teach normally. This means that we have retained the same timetable structure and allocation of lessons to subjects as we would normally, and have the same expectations

Remote teaching and study time each day

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3 and 4	4 ½ of delivered remote learning, plus independent/homework equal to 1 hour (Ks 3) or 1 ½ to 2 hours (Ks4).
Key Stage 5	Work will be set in accordance to the timetable with extended independent work set as appropriate.



Accessing remote education

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

We will signpost all remote learning via ShowMyHomework (<https://douaymartyrs.showmyhomework.co.uk/>). Lesson activities and resources will either be accessible from here, or links will be provided to the relevant Google Classroom or Microsoft Team. Where live teaching is planned, the appropriate links will be accessible via the Google Classroom for Google Meets, or Microsoft Teams.

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 aim to identify these pupils and support them by assigning available equipment where possible on a needs analysis basis, providing paper based resources as needed, and ensuring that teachers are clearly aware that online access at home may be an issue. We also aim to provide onsite access to IT equipment when needed for students if their need cannot be met by any other means.

How will my child be taught remotely?

In accordance with DfE guidance we use a combination of approaches to provide remote learning. These may include live teaching via video link (Google Meets or Microsoft Teams), pre-recorded video or audio lessons, electronic work booklets or files, narrated presentations, links to learning platforms and activities, reading tasks, past and mock exam papers and a variety of assessment tasks. Teachers will communicate and share feedback with pupils via email, returned assessment tasks, or posts with Google Classroom or Microsoft Teams.

We expect learning to take place in accordance with the standard school timetable, and within the amended school day as below.

Period 1	0900-1000
Period 2	1000-1100
Form time	1100-1130
Break	1130-1200
Period 3	1200-1300
Period 4	1300-1400



Engagement and feedback

We monitor student engagement with Remote Learning very closely. We ensure that where student engagement with ShowMyHomework or in accessing lesson platforms or activities is a concern home contact is made via the subject leader if the concern is specific to one subject, or via the pastoral leader if there is an overarching concern. We aim for all students to be contacted via a pastoral contact on a regular basis, and ensure that pastoral notices and information is regularly shared.

Is it imperative that students are ready for learning in accordance with their timetable each and every school day, and that they are logged into the appropriate platform promptly in accordance with the school timings above.

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 students. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. We aim to provide as wide a variety of assessment means as possible in providing remote learning in addition to formal marking and feedback of assessment work.

Additional support for pupils with particular needs

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. We will ensure that we communicate with the families of these students on a very regular basis and plan support as needed on a student by student needs analysis.

Remote education for self-isolating pupils

We appreciate that we may have students who cannot follow their school timetable due to SI or health issues. We aim to support these students by providing overarching work packs, support materials and assessment opportunities that cover missed learning and help the student to a work at a pace appropriate to their needs. We also aim to ensure that these students are supported through developed contact and monitoring, and clear communication of the status of the students missed curriculum time to their teachers.