

# Remote Learning Information for Parents/Carers



**Last reviewed on:** 25<sup>th</sup> January 2021

**Next review due by:** 25<sup>th</sup> March 2021 (unless necessary sooner)

## **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**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

#### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

At Priory Rise school, we endeavour to have your child working alongside their peers as soon as possible. All children are set up with a Google Classroom account and password and teachers are trained and ready to receive your child in the virtual class whether they are isolating individually, the whole class isolating or most of the school. The provision remains the same.

#### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

Children are taught the same curriculum remotely as those who are in school wherever this is possible and appropriate. However, we have made some adaptations in some subjects. For example, in music children may not have the specific instruments that would be taught in school, therefore, provision is adapted to enable all children are able to access the music lesson. Wherever possible, and across most subjects, the curriculum continues to follow the overview posted on the website in each year group page.

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

The national expectations are currently 3 hours per day for Key Stage 1 (Year 1 and 2) and 4 hours per day for Key Stage 2 (Year 3-6). At Priory Rise School, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Nursery	When our Nursery is fully closed children will be offered 4 live sessions to attend at times spread across the day. While our nursery remains partially open, children will be offered 2 recorded sessions a day and 2 suggested activities, via our online learning journey, Tapestry.
Reception	Approximately 3 hours and 15 minutes per day
Key Stage 1	Approximately 5 hours per day
Key Stage 2	Approximately 5 hours per day

## Accessing remote education

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

- Children will access our online remote education through Google Classroom.
- Online learning is accessible on this platform, as are resources and pre-recorded lessons.
- Assemblies also take place through Google Classroom.

## **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 take the following approaches to support those pupils to access remote education:

- Where a pupil does not have access to a device (e.g. pc, tablet), the school, wherever possible, is able to issue the family with a school laptop. Parents/carers are advised to phone or email the school in order to gain more information. Upon receipt of the laptop, parents will sign a contract with terms of the loan. Parents will also have already accepted the 'Remote Learning Agreement' sent to families via ParentMail. It is expected that this is signed prior to receiving any form of technology.
- For those children who are unable to access online learning, and who are unable to access a laptop offered by the school, then resources can be prepared for the child. These are available from the school office following a discussion with a member of the Priory Rise team. Pupils who work in this way, are able to submit work to their teacher by uploading photos of their completed work. Alternatively, the work can be returned to the office where, following 72 hours of isolation, the work will be marked and feedback given.

## **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- live teaching (online lessons). Year groups will predominantly be accessing learning in this way for the majority of our curriculum subjects.
- recorded teaching (this occurs for Music lessons and Computing lessons)
- printed paper packs produced by teachers (this is subject to discussion with a member of the senior leadership team)
- Where children do not have ongoing access to reading material from school, we have encouraged pupils to access: <https://home.oxfordowl.co.uk/reading/>
- For PE, children will have half an hour each day to carry out PE lessons that are provided electronically by their teacher. These tasks may include Go Noodle, Just Dance and other websites sourced by the PE sports coaches. These are shared with families. Links are available for the children.

## Engagement and feedback

### What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

As is stated in the remote learning policy and the remote learning agreement:

Parents will:

- Ensure that pupils maintain an acceptable standard of behaviour when joining a live/pre-recorded session from home - ensuring they follow teacher instructions etc
- Ensure that other members of the household behave appropriately during a live teaching/pre-recorded session - using appropriate language and behaviour that does not distract the other pupils
- Keep the links to live teaching/pre-recorded sessions confidential and not share these with any third parties
- Ensure they do not record any part of any live teaching sessions or pre-recorded sessions (either photographs, video or audio) and do not share with any third parties or on social media platforms
- Raise any concerns regarding the live lessons appropriately with year leaders at the school
- Not attempt to engage directly with the teacher at any time during a live teaching session
- Inform the teacher if their child is finding difficulty in completing the work set
- Be respectful when raising concerns with the teacher – either by phone or email

Pupils will:

- Arrive for lessons punctually and ready to learn
- Have resources ready at their workspace
- Listen carefully to the teacher and follow the teacher's instructions
- Engage with lessons
- Dress appropriately for lessons i.e. not in pyjamas, bare chested
- Avoid snacking during lessons
- Inform the class teacher if work is challenging or unable to complete work – this can be done verbally in the live lessons, in the Google Classroom 'stream' or via email
- Complete work set online to the deadline set by the class teacher

This information is available on the school website in: About us - Remote Learning.  
Additional support materials are also available for families on the website.

## **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

- Teachers will check in with children in their class three times a day by means of a register. If the person teaching your child changes, this may be more (e.g. Year 6 maths).
- Teachers monitor children's engagement levels and ensure that, over the course of a lesson, all children are able to contribute to the lesson.
- Where this is not possible, for example a microphone doesn't work, a child may be asked to type a response in the chat facility.
- If a child is not engaging with the online learning, or is not following the agreement, then the parents will be informed as soon as possible by a member of the school team. This will then be closely monitored.
- If a child fails to attend lessons, this will be flagged to the learning mentor who will call the family to offer support and encourage participation.
- Should children continue to cause concerns due to disengagement, lack of adherence to the remote learning agreement etc, the Senior Leadership Team will follow up with families.

## **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 children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Priory Rise School will use a variety of methods to assess and feedback on pupils' work will vary according to the year group, as is the case in our daily practice in the classroom.
- Children will receive verbal feedback in lessons daily, when answering a question in their Google Classroom.
- Where independent work is completed in maths, children will mark the work with the teacher's guidance. This will take place daily.
- In writing, children will receive three stars and a wish in response to extended pieces of writing – in line with the school's Feedback and Marking policy. The marking of extended pieces of writing may take place when children have completed a cumulative piece rather than at the end of each lesson.
- Other subjects will vary in their feedback. It may take the form of written statements sharing success. The teacher may include next steps. On occasion, the feedback will be verbal.

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

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 in the following ways:

For pupils with SEND:

- Teachers may offer additional support in terms of explanation. For example: checking the child has fully understood the task; asking the child to repeat what they are to do; breaking down the task into smaller chunks as required; explaining the task again to a child after the input.
- Children may be asked to work within a guided group (please note that all children may be asked to work as part of a guided group to develop their next steps and targets).
- For some children, interventions will take place across the course of the week with members of the Priory Rise staff. These will be in smaller groups and will be targeted to meet the needs of their Individual Education Plans.
- Some children may have particular needs e.g. visual/hearing impairment. Each case will be looked at individually by the SENCO and provision put into place. For example, where hearing loss is a barrier to learning, a signing member of staff supports the individual during the independent sessions.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

- We continue to work in partnership with families where a child has been asked to isolate. Lessons will still be live for the child through the Google Classroom platform.
- Children will still access the same learning as their peers in school (with the exception of some lessons where specific equipment is required, such as PE or music).
- When working in Google Classroom, the teacher will ensure that the child online has a talking partner who sits next to the computer and discusses key questions asked.