

Remote Education Provision

Priory Lyndhurst

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 if 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?

- Tutors will make contact with all parents to discuss the requirement for home learning and will advise on what the children will need to be doing at home the following day. Work Packs will be sent via email and links to learning sites included.
- Virtual learning and Form tutor catch up sessions will be played from day 1. These will be daily sessions and form tutors will send to you all passcodes and Meeting ID's required to access the session.
- Core learning **WILL** be delivered daily via Zoom. Where this is not possible and previously arranged with your child's tutor, packs of work to complete will be sent based upon the planned lesson. For some lessons this may take the form of the PowerPoint presentation the teacher has prepared for the Zoom lesson.
- Tutor sessions are a critical element of our children being able to keep in touch with their school community and will be consistent throughout the period of remote learning.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical subjects will be instructed over Zoom but will require parent support in the physical absence of a member of staff.

For example, food lessons would continue, however instructions, recipes etc. will be communicated to parents to deliver with their child.

Similarly, PE lessons may not be able to take place in the way they would in school and may instead be a video recording of a physical exercise for the children to follow.

Remote teaching and study time each day

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

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

Primary school-aged pupils	The minimum remote learning time expected for KS1-2 pupils is 3 hours per day.
Secondary school-aged pupils not working towards formal qualifications this year	The minimum remote learning time expected for KS3 is 4 hours per day.
Secondary school-aged pupils working towards formal qualifications this year	The minimum remote learning time for KS4 pupils is 5 hours per day.

- Please note that this isn't all on screen learning time and should be a mixture of Zoom online lessons; independent work as per teacher instruction and independent research and revision for KS4 pupils as directed by teachers.

Accessing remote education

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

Children will be accessing remote lessons via Zoom. Guidance for this has been shared. Please ensure the Zoom account you log in with belongs to you as a parent.

Children will also be accessing our Virtual Learning Platform – Frog Learning. Parents will be able to engage in this Learning Management System through the MyFrog Mobile Application. All details are provided in the Parent 'How To' guidance provided.

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:

Some of our children will find it a challenge to engage with online learning. We will work with both you and your child in supporting them to overcome this barrier.

If this is the case, we will provide links to websites and communicate specific learning tasks they can access instead.

For those with a technical barrier, we will provide tutorials and guidance to parents regarding accessing the relevant sites and software.

We will have the capacity to support where required in providing families with a laptop to access online learning.

How will my child be taught remotely?

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

We will utilise a range of strategies for remote learning. Some examples are listed below:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 an SEN provision, we recognise that some children will find accessing remote learning an additional sensory challenge.

To remedy this, our Pastoral and Therapy lead will be in contact with all families once per week and will work with the children to support them in overcoming some of the barriers they may have to accessing online learning.

Live teaching is a central element of delivering high quality remote education to our children. Our aspirational expectation is that ALL pupils are accessing remote learning via Live Teaching.

Not only does it allow for instant feedback and support, it is also a critical way to ensure that even when not on site, children remain a part of our school community by engaging with their entire tutor group.

Where pupils are finding this difficult, we would initially expect that they are accessing the live tutor sessions twice per day before going off and completing work packs sent by the teacher.

As a parent there are many ways to support with this process.

- Practice logging in and discuss with them how they can use the software to communicate.
- Structure your child's day as if they were in school. Break the day up into the sections of the daily timetable as set by the Form Tutor.
- Slowly engage them with online learning, perhaps starting with you being sat next to them so they identify it as a safe environment.

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

Depending on the nature of the work set, Tutors will inform you of how they wish to receive the work back.

When using our MyFrog Application, there will be identified forums in which this can be done.

The use of My Maths as a Numeracy learning platform allows for pupils to complete work online and submit to their teacher for marking.

Quite often, teachers will ask for work to be returned in the form of an email or an attached photo of scanned writing/work.

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:

The method of assessment will differ depending on the nature of the work set. The use of My Maths as a learning platform, will allow for children to send their work to their teachers on the platform to be marked.

We will otherwise use similar strategies as we would in class for formative assessment including:

- Pupil quizzes
- Feedback marking
- 1:1 Pupil conferencing for writing
- Pupil presentations and verbal feedback

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?

As we try to align our remote learning with strategies used within the classroom, children accessing remote learning when the majority of other pupils are in class will have a similar experience.

The difference essentially will be that the teachers will be in class delivering a lesson to the rest of the class and providing them with support. They will be able to provide support to whoever is on Zoom also however they would not necessarily be directing the learning to the camera solely.