

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 our Remote Learning Policy.

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?

Pupils may be asked to:

- Complete work in their CGP homework books – specific pages will be allocated
- Complete tasks set by the teacher on SeeSaw
- Access lessons from the Oak Academy
- Access learning from BBC Bitesize or BBC TV

Parents will be asked to:

- Prepare a quiet space where children can do their school work and log on to live lessons
- Plan a routine and timetable with their child/ren to include
 - Bedtime, wake up and breakfast time
 - Live lesson times and working on the tasks set
 - Taking rest breaks and exercise breaks
 - Healthy lunches and a regular lunchtime
 - Helping out around home
 - Rewards and treats for completing work
- Keep reading regularly, with or to their child/ren, in both English and home languages
- Enjoy family time, encouraging children to talk, play games and take walks together

Teachers will be in touch with children and families via SeeSaw.

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.

We will provide two live sessions each day:

- Morning session – to teach a lesson or explain and set a task
- Afternoon session – to share progress and/or completed tasks, to give feedback and affirmation
- Tasks set online, which can be completed either on line or on paper

In school, children get the chance to develop their language skills, engage in group discussions and employ team work skills. They will miss out on this during remote learning, but parents can help by encouraging conversation and discussion during family time.

At Priory Primary, we teach many subjects through a creative curriculum and each half term, the class will have a Topic theme. This will continue during periods of remote education, and we will focus on the key concepts of subjects such as geography and history. However, inevitably some areas of learning cannot be covered during periods of remote learning, e.g in PSHE. Pupils will have a maths and an English task (phonics, reading, writing, spelling or grammar) each day.

We make our pupils learning accessible through practical experiences, and will try to continue this as much as possible by:

- Providing resources, delivered to your home
- Asking pupils / families to work on creative tasks that use lots of different skills

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:

Key Stage 1	Reception	
	Year 1	
	Year 2	3 hours
Key Stage 2	Year 3	4 hours
	Year 4	4 hours
	Year 5	4 hours
	Year 6	4 hours

Accessing remote education

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

All parents have a SeeSaw account for communication between home and school.

All pupils have a SeeSaw class account for seeing, completing and submitting learning tasks.

If pupils lose their log-in details, the school can provide them again. Please contact your class teacher.

All teachers have a safe education Zoom account and use this to provide the live online group lessons. The links will be posted on SeeSaw.

Older pupils will also use their GoogleClassroom account to pick up, complete and submit learning tasks, to provide continuity from the digital learning they do in school. GoogleClassroom also enables a wider range of software to be employed.

If my child does not have digital or online access at home, how will you support them to access remote education?

The school has prepared for this by asking families if they have tablets, laptops or desk computers that children can use during the day:

- We have loaned school iPads to families who do not have a device
- We have arranged the school live lessons so that no year groups overlap, and siblings can share a device
- We have been allocated a small number of devices from the Government technology scheme, which can be used by pupils in Years 3,4,5 or 6; when these arrive in school, we will distribute these where the need is greatest

Our youngest year groups and some families find that paper work packs are more effective for learning; class teachers arrange for these to be delivered to homes weekly or fortnightly on a Monday or Tuesday.

We have a large red post box on the school gates, to receive returned work, and encourage families to come out for an exercise break to deliver completed work!

How will my child be taught remotely?

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

- 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, eg TT Rockstars
- long-term project work and/or internet research activities

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?

Class teachers can expect pupils to:

- Attend both online live lessons each day, with the 'camera' on so the teacher can see if pupils understand their learning
- Sit at a workplace, have their resources ready, pay attention, ask and answer questions
- Do the tasks set for the day / week and complete them by the deadline
- Let their class teacher know if they have any difficulties

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

Teachers will take a register at each live session.

If we do not see your child for two days at a live lesson, do not receive any completed school work, and have not received a message from you, we will phone home or make a doorstep visit to check on your child's and family's well-being.

We will find out what is preventing your child from 'attending', and do all we can to resolve the problem.

If we cannot resolve the problem and/or your child is not accessing their learning, we may bring them in to school, to attend the keyworker provision where a Teaching Assistant will supervise their work throughout the day. Spaces are limited so this may not be possible.

How will you assess my child's work and progress?

When the school is delivering remote education, the marking and feedback is different to that provided in face to face teaching.

Pupils will be invited to share their progress and work daily, at the afternoon live sessions.

Pupils may be asked to submit work electronically, or use the red post box on the school gate; work will be marked and returned weekly.

Teachers will continue to submit their assessment of pupils' progress to the head teacher at the end of every half term.

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:

All pupils with an EHC Plan will be invited to the keyworker provision, where they will continue to receive their entitlement of 1:1 or small group support from their familiar adults. Some pupils receiving Speech & Language Therapy will continue with their online sessions.

Other pupils working on IEP targets may be given supported and modified learning tasks to work on at home; the class teacher and Miss Wilde will be available to help parents via Zoom and / or phone calls.

The teachers in Reception and Year 1 will also provide pre-recorded lessons so that parents can access the learning at other times to suit the family. This age group will also receive lots of concrete resources, on loan from school.

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?