The Remote Education Provision at the Priory Primary School

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?

In the first 24 hours after a lockdown is called, or if a class bubble is closed, the teachers will use this time to prepare the transition from onsite teaching to remote / blended learning.

Children can still access and complete their 'Dip and Do' activities and should engage in reading activities. Additionally, supplementary materials such as that produced on websites like The Oak Academy (https://www.thenational.academy) and the BBC (https://www.bbc.co.uk/bitesize/dailylessons) can be used before the school's main provision will come online.

After 24 hours daily lesson plans and resources will be uploaded to the school's Google Drive – initially, these lessons will be focused on English and Maths. A supportive video (featuring the children's class teacher) will be uploaded – this will provide an interactive introduction to the concepts being taught.

The school's learning platform is Seesaw – this platform allows the children to upload their work (in different formats – visually, as a video, as an audio clip etc), and gain direct feedback from the class teacher or Learning Support Assistant.

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?

At the Priory wherever possible, we aim to achieve these aims:

- We teach the broadly the same curriculum remotely as we do in school – this includes a wide range of lessons and themes.

- We provide a scheduled timetable to allow parents to know the suggested schedule of the day.

- In English and Mathematics, we provide face to face (live) support for those children who require help, to ask questions, for check ins or to provide feedback on their work.

- We teach some aspects of the curriculum differently remotely – this includes more general aspects of some subjects (for example PE), meaning different year groups can access the same tasks – which has been implemented to support families with children in multiple year groups.

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:

Year R	1 – 2 hours (play based and specific tasks) a day.
Key Stage 1	2 – 4 hours per day
Key Stage 2	3 – 5 hours per day

Accessing remote education

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

Google Drive: https://drive.google.com/drive/folders/17YIoQljCYIN9mfq6Rym0CLn-OBBhl4Jl?usp=sharing – this allows you access all of the plans, resources and interactive videos.
Seesaw – The school's learning platform for uploading all work and receiving feedback.

Zoom – Zoom will be used to host all 'live' lessons, support and assemblies. There will be unique log in links for each year group.

Tapestry – YR's learning platform / the equivalent of Seesaw.

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:

- By contacting the school, you can request to borrow a device (laptop or IPAD) if one is available.

- By contacting the school, we will aim to order you an enhanced internet dongle or wireless router using the government's help with remote learning scheme.

- By contacting the school, where absolutely necessary – we will print materials for you to collect from the school.

- By contacting the school, we can arrange for additional support (educational or for their mental wellbeing) your child – be this some small group LSA led support via Zoom, or an a personalised check in with a member of staff.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- Live support

- Recorded video introductions and interactive sessions featuring the class teacher.

- Uploaded plans, resources and materials.

- A collectable pack including exercise books.

- Differentiated materials, including differentiated provision and support for all pupils in the learning hubs.

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- Live assemblies led by the class teachers, allowing ongoing PSHE lessons to be led and a chance for the children to catch up with their peers.
- Ongoing provision of thematic 'Dip and Do' materials.

Engagement and feedback

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

In this section, please set out briefly:

- To set up the children in a quiet, organsied space of the house.
- To provide all of the materials the children need.
- To download / print all of the resources, videos and plans.
- To motivate and encourage the pupils to engage in the provision provided.
- To provide patient care and support for the children.
- As a minimum to focus on the English and Maths work each day.
- To support or lead the uploading of the children's work to either Seesaw or Tapestry.

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

- Feedback to the children's work is regular and daily – if work is not uploaded after 48 hours a member of the office will contact parents to discuss the situation and offer support where required.

- A member of the leadership team will contact parents if no work is uploaded after a week.

- Teachers, LSAs and School Leaders will all review Seesaw to recognise the children's contributions and ongoing progress.

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

Our approach to feeding back on pupil work is as follows:

- Verbal, written and pictorial feedback will be provided for each child on Seesaw and Tapestry.
- Feedback will be regular and daily (within the school's working day)
- Seesaw can also be used for children to write questions and comments to the class teacher / LSA.

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 in the following ways:

In this section, please set out briefly:

- All vulnerable children – including children with special needs are prioritised for onsite education.

- Children with particular needs engaging in remote education will have access to differentiated materials, plans and resources.

- Children who were learning in the learning hubs (Y3 – 6) will have their differentiated provision taught remotely by the member of staff who led their onsite provision.

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?

- After 24 hours, teachers will provide plans and resources to the Google Drive.

- A video introduction will be recorded for pupils for English and Maths. This could be the live session taught from the classroom.

- There will not be live support, but check ins and phone call can be made from either the class teacher or a LSA.