

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to students and parents/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 document.

## **The remote curriculum: what is taught to pupils at home**

Remote learning provision will differ to an extent, depending on the particular circumstances around a student's absence from school. For example, a student who is self-isolating for a period of time while their peers are in school will receive different provision to an entire cohort who are unable to be in school. Further information on remote education for students who are self-isolating can be found at the end of this document.

A student'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. Students will still be expected to follow their normal timetable and we will endeavour to provide some live lessons on day 1, but teachers will need time to make appropriate alterations to lessons and resources for them to translate effectively to online teaching. Where this is the case, work will be set on Show My Homework or Microsoft Teams and may involve students working independently on tasks set by their teachers.

### **Will my child be taught broadly the same curriculum as they would if they were in school?**

Where possible we will teach the same curriculum remotely as we do in school. However, we have needed to make some adaptations in some subjects where the normal curriculum cannot be followed. For example, practical subjects such as Design Technology require specialist equipment and supervision and subjects such as Graphics and IT rely on specific software packages that we would not expect parents to purchase. In these cases, units of work have either been moved to later in the year, content reviewed or lessons have been adapted to enable all students to access the learning.

## **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 all students will spend a minimum of five hours each day focused on their learning, which will follow their normal school timetable (with some adjustments to tutor time). Each child will be expected to attend remote lessons as follows:

8.30-8.40	Morning tutor session where students will receive key messages
8.40-9.40	Lesson 1 as per their timetable
9.40-10.00	Lesson 2 as per their timetable
10.40-11.00	Break
11.00-12.00	Lesson 3 as per their timetable
12.00-13.00	Lesson 4 as per their timetable
13.00-13.30	Lunch
13.30-14.30	Lesson 5 as per their timetable

**Every Tuesday, all students will have an extended afternoon tutor session from 14.30-14.50.**

**Please note that lessons will typically last 50 minutes rather than the full hour to give students and teachers regular breaks from their screens. The remaining learning time will be allocated to homework tasks and independent reading; we encourage students to read for at least two hours each week.**

## **Accessing remote education**

### **How will students access online remote education provided by the school?**

All online lessons will be via Microsoft Teams and resources will either be shared via MS Teams or Show My Homework.

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

We recognise that some students may not have suitable online access at home; an audit of online access and devices was conducted across all year groups and contact made with any families where access might be problematic. Where possible, devices and 4G routers will be loaned to those who need them and parents/carers are encouraged to contact Mrs Shaw, Assistant Headteacher by email ([info@tpstrust.co.uk](mailto:info@tpstrust.co.uk)) if there is a very real limitation to appropriate devices and/or internet.

In some cases, students who are unable to access online learning from home will be invited to come into school where devices can be accessed.

Lessons will not require students to print resources and all submissions will be online, either uploaded to Show My Homework or Teams.

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

We use a combination of approaches to teach students remotely, taking into consideration feedback gathered from staff, students and parents/carers in previous and current periods of remote learning. More recently, concerns about the amount of time students and staff have been spending looking at screens has led to a review of our online lesson provision so that not all lessons will require staff and students to be looking at a computer screen for the full lesson.

All lessons will begin on Microsoft Teams where students will meet with their teacher, a register will be taken and the work explained. Thereafter, students will experience a combination of the following:

- Full live lessons for 50 minutes, guided by the teacher
- Pre-recorded teaching, such as narrated PowerPoints with students able to move through the lesson at their own pace (teachers will often remain available on Teams for the duration of the lesson if students have questions or need help with the work)
- Set tasks such as worksheets, PowerPoints or research (these will either be provided via Teams or Show My Homework)

## **Engagement and feedback**

### **Expectations of students' engagement and support from parents/carers**

We expect all students to engage fully with all their lessons, provided they are well. If your child is not well enough to engage with online learning, please inform the school via [info@tpstrust.co.uk](mailto:info@tpstrust.co.uk) so that their teachers can be made aware and not expect them to attend.

We have set out our remote learning expectations in a separate document, which can be found on our school website here <https://priory.tpstrust.co.uk/media/4915/remote-learning-expectations.pdf> and are captured below:

#### **1. Recording/observation**

- Lessons will not be recorded by teachers, however some small group or 1:1 sessions may be recorded, in which case consent will be sought from parent and student (see below)

- Parents and students must agree not to record or screen shot Teams lessons
- Online lessons may be observed by middle or senior leaders, who will be invited in by the class teacher. Observers may 'talk' to selected students in a break-out room

## **2. Environment/expectations**

- Ideally a quiet, shared space rather than their own bedroom
- Students to wear school uniform or smart (appropriate) dress at all times
- Teams Profile icons to be appropriate for school
- Do not join until the teacher has started the meeting
- Blur/change background
- Mic on mute upon joining
- Cameras on to start but off once asked
- No use of the chat function unless specifically needed as part of the lesson (e.g. if directed to answer a question or to ask a question of the teacher)
- As in all lessons, students' focus should be on their learning – place any potential distractions well out of reach and students should not be communicating with each other, unless asked to do so (e.g. in a breakout room); this includes communicating via other media
- Students to remain physically present and participate in the whole lesson
- Parents/carers welcome to be in the vicinity but should not participate in the lesson in any way
- Students to leave the Teams meeting when asked to at the end of the lesson

Our expectations of all students remain extremely high. Appropriate language, behaviour and mutual respect must be maintained at all times.

As parents and carers, your support is welcome and extremely important; we appreciate that working from home is not easy for students or parents/carers and thank you for all you do. You can support your child in their remote education in the following ways:

- Take an active interest in your child's learning
- Monitor your child's communication and online activity
- Ensure your child adheres to the school timetable
- Encourage screen breaks and physical activity
- Where possible, have the learning device in a public space in the home
- Implement safety controls and privacy restrictions on apps and software
- Ensure your child only uses official school communication channels
- Familiarise yourself with relevant school policies
- Maintain feedback with teachers

- Monitor your child's wellbeing and mental health and contact us if you have any concerns

### **How will students' engagement be checked and will school contact parents/carers if there are any concerns?**

Registers are being taken every lesson to monitor attendance and all teachers have been asked to log engagement on tracking sheets.

Heads of House are monitoring attendance regularly and will contact home where students are not attending lessons (unless we have been made aware that the student is unwell). Where teachers have concerns about engagement or attendance to lessons, they will initially prompt the student via Show My Homework or Teams and then follow an escalation process to involve the student's tutor, then their Head of House. Where the concern has been escalated to the tutor or Head of House, contact with parents/carers will be made. In some cases, Student Support or Learning Support may also contact home to establish whether further support is needed to enable the student to engage.

Attitude to Learning descriptors have been adjusted for periods of remote learning to reflect the different learning environment and expectations. Additional ATL grades will be issued to enable students and parents to have an overview of how they are engaging with remote learning.

### **How will work and progress be assessed?**

Regular tracking of student engagement and progress will be undertaken by teachers and reviewed at department level periodically.

Feedback can take many forms and may not always mean extensive written comments for individuals. Work on enabling students to reflect meaningfully on their work has been ongoing and has continued to develop during periods of remote education. Feedback will be at least weekly and may take a variety of forms, to include:

- Verbal feedback during a lesson
- Written feedback via Show My Homework or Teams
- MS Forms – quizzes and reflection activities
- Whole class feedback and reflection activities

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

### **How will students with additional needs be supported to access remote education?**

We recognise that some students, for example those who have special educational needs and/or disabilities (SEND), may not be able to access remote education without support from adults. We acknowledge the difficulties this may place on families, and we will work with parents/carers to support those students in the following ways:

- Where appropriate, students will be invited to come into school rather than working from home, where Teaching Assistants will work with them to help them access the learning
- In some cases, Teaching Assistants will provide support remotely by joining the student's lessons and helping them with the work
- Teaching Assistants and other members of the Learning Support and Student Support teams will contact home periodically to check how students are getting on with accessing work remotely
- Teaching staff will adapt lessons and learning accordingly, where possible
- Teaching staff will share any concerns with the Learning Support team and discuss strategies to support students in remote learning

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

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

In such cases, work will be set (typically on Show My Homework or Teams but if this is not the case students will be informed where the work will be) which follows the taught curriculum and is appropriately ambitious. Work may be set on a weekly basis rather than daily, depending on the number of lessons a student has of a particular subject.