



The Priory School

Educating Students for Success in Life

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Member of staff responsible for the policy	Fiona Rosler



The Priory School

Remote Education Policy

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from The Priory School in relation to remote education.

The remote curriculum: what is taught to students at home

National lockdown

During a national lockdown we aim to provide the same provision for your child as they would receive in school. Whilst schemes of learning may be adapted on a logistical level (for example, alterations of assessment, typed instead of hand-written tasks) we aim to provide a broad and engaging curriculum for all our students. Potential limitations on having subject-specific equipment at home may also mean that practical subjects will have to re-order the scheme of learning, with some topics rescheduled for when students return to school. Where it is not possible to complete practical tasks, for example performances or experiments, then students will be directed towards videos or 'live events' to ensure that they are engaging with the practical element of the curriculum.

Students should be online or working on designated tasks for the whole day, following their normal timetable which equates to 5 hours of learning. Your child's Form Tutor will take registration (8.50-9.10am) and each teacher will complete a register for their lesson. Where absences occur this will be followed up by the Pastoral team. This is to ensure that all students engage with the remote curriculum and take the most from their lessons, albeit digitally. Remote curriculum lessons last 55 minutes. This is to give staff and students a comfort break in between each lesson. The school day during lockdown mirrors the traditional school day in school, with morning break being from 11.10am to 11.30am and lunch being from 12.30pm to 1.30pm, and as per normal the school day will finish at 3.30pm. Once a week there will be an identified day where there will be no live on-line teaching, but high quality work covering their time-tabled day will be set for students to complete independently. This is to allow teachers time to assess student work and plan additional learning resources.

Whole group isolation (bubble, form group & year group)

There will be times when groups of students (bubbles), a form group or even a year group will be required to isolate. Should a whole group be asked to isolate then, as with the national lockdown, their lessons continue as timetabled but remotely. Teachers will be in school and will deliver the timetabled lessons to students at the scheduled time. The work the students complete will follow the schemes of learning and their hours of the school day will not change.

Individual self-isolation

Where individual students need to self-isolate but the majority of their peer group remains in school, the teacher will deliver lessons to the reduced class in school. Work will be set for those students who are isolating and this work should take your child an equal amount of time to them being in their lesson; around 50 minutes of work. This is due to the challenges of teaching pupils both at home and in school.

Work is set using Google Classroom, should your child be unable to attend the virtual lessons (through illness, Covid or non-Covid related) then please do keep us informed and encourage your son or daughter to engage with the resources and tasks on the virtual classroom when they feel well enough. Where teachers are absent or unable to take a lesson remotely then work will be set and this work should take the class an equal amount of time to them being in their lesson; around 50 minutes of work.



The remote curriculum: how are lessons taught to pupils at home

Here at The Priory School we use the G-Suite from Google including Google Classroom. This offers teachers the opportunity to set a range of online tasks, monitor work and give feedback as well as to lead live lessons using Google Meet. Students will receive an invite to a Google Meet for each one of their lessons in a day as well as one from their Form Tutor. These can be accessed via their email, Google Calendar or TPS Quad. When they join a lesson they will be there alongside their class and the lesson will be led by their class teacher. Whole lessons online enables students to have an element of normality to the remote curriculum and minimise lost learning. Maintaining the class dynamic of being surrounded by peers *'helps motivate students and improve outcomes'* (Remote Learning Rapid Evidence Assessment - Education Endowment Fund) and can encourage student collaboration.

The remote curriculum: what tasks may my child be completing at home

As mentioned above we will stick to our scheme of learning as much as possible with only minor alterations. This means that the tasks completed during the remote delivery of lessons should be mirrored by what you may expect your child to complete in school. The G-Suite, alongside a range of educational apps and programmes, offers students the ability to engage with their learning remotely in a way that reduces the impact of isolation periods or national lockdowns.

Your child may work from an online log book prepared by their teacher or continue to work in their exercise books. Students can expect to have a varied deployment of teaching and learning strategies as they would experience in a classroom; this may include remote games, quizzes, short and long response questions, exam practice, literacy tasks, class discussion. As in school they can expect to be asked to contribute to the lesson, which could be by directly responding to a teacher question or feedback, using the 'hands up' tool in Classroom, using the chat bar or by responding directly on to the class' shared resources for that lesson.

Teachers may pre-record content for students to access remotely and this is done with the intention of building on previous knowledge and enhancing students' understanding. Videos offer students the opportunity to return to them after a lesson, assisting them with embedding their remote learning. Our remote curriculum supports students to work independently providing opportunities for students to reflect on their work. This could be in the form of a personal learning checklist (PLC) which helps students assess their own knowledge and understanding.

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:

A regular student survey is conducted to ascertain what digital provisions are at home. This generates a list of students who may need support to access the remote curriculum. If a student has previously requested a device then they are added to the list. We aim to make contact with home within 24 hours to confirm if a device is needed. These devices are then prepared and contact is made again to arrange collection or delivery. The devices we loan to students to enable them to engage with the remote curriculum are Chromebooks that require a Wi-Fi connection at home. We are also able to offer Wi-Fi dongles should connection at home be an issue. When normal school resumes, these devices need to be returned as soon as possible.

Our aim is that all students are able to engage online with the remote curriculum. Should there be any issues please contact Fiona Rosler (fiona.rosler@priory.herts.sch.uk) or your child's Form Tutor and we will ensure that we provide support with their remote education.



Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with special educational needs (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. Teaching assistants continue to work with teachers in the virtual classroom, with individual students who require assistance or with small groups. Teaching assistants are also available to work with students on improving their computer skills and helping them get online to engage with the remote learning.

Engagement

The remote curriculum offers a new challenge to both staff and students but our expectation is that all students engage with the school's provision. Pastoral and wellbeing support is available through the school during the duration of lockdown or periods of self-isolation. Form Time is run as normal each morning and your child's Form Tutor will often be the best person to contact. Further support can be arranged through your child's Head of Year who can arrange the most suitable pathway to ensure that you and your child feel supported and able to engage with the remote curriculum.

We pride ourselves on the working relationship we have with parents and carers and your support in times of lockdown or self-isolation is invaluable. By sticking to the timetable of a normal school day we offer routine and familiarity for your child. By ensuring they are able to engage with the remote curriculum at home you are ensuring that we are continuing to provide high-quality education for your child. Creating a space for your child to work, removing distractions (where possible) and encouraging them to log in and be part of the learning are all useful strategies that help support your child's education.

Monitoring engagement and contact with home

Form Time continues each day for students and their morning register is taken. Following on from this each teacher is expected to complete a register and update the Pastoral team of any absences. Each Head of Year closely monitors the registration data and engagement is rated to enable us to target support for students who are struggling to engage. The Heads of Year report to the Heads of Key Stage and to the Senior Leadership Team to ensure every student is engaging with the online lessons or there is support in place. Contact will be made with home to encourage a quick return to online learning by the student and offer support in ensuring a sustained engagement with the remote curriculum.

Assessment and feedback

Ongoing assessments in lessons will continue to take place. These may be adapted for online remote delivery and submission but the knowledge and skills assessed will remain the same.

Students' work will be marked and their progress, as well as areas they can improve, will be shared with them via our online platforms. Homework will continue to be set and this will be marked within seven days of it being received. Feedback is vital to help students improve and stay motivated and as per our Feedback Policy students can expect to receive detailed feedback in a variety of ways. This could be for a piece of work, a homework task or an assessment. 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. Video or audio files could be created as feedback to students, which gives them the opportunity to review and reflect on their work in their own time and providing the opportunity for repeated viewing/listening.



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