



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 to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

Contents

Remote Education Provision: information for parents	1
The remote curriculum: what is taught to pupils at home	2
What should my child expect from immediate remote education in the first day or two of pupils being sent home?	2
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?	2
Remote teaching and study time each day	3
How long can I expect work set by the school to take my child each day?	3
Accessing remote education	3
How will my child access any online remote education you are providing?	3
If my child does not have digital or online access at home, how will you support them to access remote education?	4
How will my child be taught remotely?	4
What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?	5
How will you check whether my child is engaging with their work and how will I be informed if there are concerns?	5
How will you assess my child's work and progress?	5
Additional support for pupils with particular needs	6
How will you work with me to help my child who needs additional support from adults at home to access remote education?	6
Remote education for self-isolating pupils	6
If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?	6



The remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

A pupil's first day or two of being educated remotely will inevitably look somewhat different to the longer-term procedures for remote learning as we take the necessary actions to put our plans in motion.

However, while there may be some variation in different stages of the school, the first few days will not be significantly different to the longer-term provision outlined below. All pupils should expect some live teaching in the first day or two of pupils being sent home, with the older year groups transitioning relatively seamlessly into full live teaching and their normal timetables within the first 24 hours.

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?

Children at the school will be taught broadly the same curriculum as in school. Some adaptations to the curriculum may be required for different key stages with more adaptations for younger children than in Key Stages 4 and 5.

Some examples of changes are given below:

EYFS and Preps: Live sessions will be scheduled at intervals suitable to the children's age; for example, 9am and 11am live core subjects with offline tasks set on the VLE to cover other curriculum areas. In the afternoon a live PE/dance or other active session will be scheduled. In the Nursery different live sessions will be offered depending on how many children are in the setting and how many at home. Provision for 3 hours at the least is provided.

Junior: Girls will essentially follow their existing timetable with live lessons. Offline sessions will be planned to ensure a balance of screen time. Project based tasks will be set to enhance optional well-being Wednesdays where parents can opt to take family time or pursue project work with their child. At least 4 hours of provision is given.

Form III – Upper IV: some modifications to schemes of work can be expected where particular topics require certain resources. For example, the module on Keyboards in Form III has been replaced by Music Production, which was scheduled for later in the year and is more suitable for home learning. In addition, to reduce levels of screen time and enable collaborative working, some project-based tasks will be set if remote learning lasts for longer than 4-5 weeks.

Lower V – Upper V: very few modifications to the curriculum except where necessary for practical purposes. For example, some changes in the use of materials in Art GCSE. Some adaptations to assessment in Upper V



arising from both the national lockdown and the cancellation of GCSE exams are necessary (e.g. replacement of mocks with assessment week).

Priory Sixth: very few modifications to the curriculum except where necessary. For example, many elements of practical PE A Level are not possible during lockdown. Some adaptations to assessment in Upper VI arising from both the national lockdown and cancellation of A Level exams are necessary (e.g. replacement of mocks with assessment week).

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 the following number of hours each day:

EYFS and Preps	General structure of live sessions at 9am, 11am and 2pm
Juniors	Normal school day (8:40am – 3:30pm) across the Junior School.
Seniors	Normal school day (8:40am – 3:40pm) across the Senior School. Attendance is expected at Form Time, Assembly and Liturgies. The majority of lessons will be live across the school. However, to reduce levels of screen time, students may be given work to complete on their own in their workbooks in one lesson for subjects with more two or more lessons per week. Homework will be set across the Senior school at varying levels, with the expectation of more learning outside of lessons for exam years (Lower V to Upper VI).

Accessing remote education

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

All children from Lower I and above are expected to have their own device in line with guidance on school equipment published in Summer 2020.



St Augustine's PRIORY

Juniors will need to access Google Classroom, Google Meet, MS Outlook (school email) and the VLE

Seniors will need to access Google Classroom, Google Meet, MS Outlook (school email) and the VLE, plus Lower V and above may also need to access MS Teams. Zoom will be used for Monday and Friday live assemblies.

We recommend ALL children use a google chrome browser and sign in using their school email and password

We ask that children in Nursery and Preps are helped to access live lessons on home computers. They will also need access to Google Meets and the VLE.

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

We request that parents notify their child's form tutor in the first instance if your child has limited access to technology and / or technical issues.

Support is also provided by our own IT department (IT@sapriory.com) and we will work with you to resolve problems so that all pupils can access remote learning.

If technical issues continue, children are invited to attend our Critical Worker and Vulnerable Children provision in school.

How will my child be taught remotely?

The range of approaches we use to teach pupils remotely include the following:

- Live teaching – online lessons on Google Meet (generally accessed through Google Classroom) and MS Teams (Lower V and above)
- Recorded lessons made by our teachers and available on google classroom or the VLE
- Printed workbooks or sheets which might require either printing out at home, or in some cases which we have sent home to children
- Tasks posted on google classroom, MS Teams and the VLE
- Zoom Meetings for assemblies and special events.
- Textbooks and reading books pupils have at home
- Use of educational websites designed to support teaching and learning (e.g. Dr Frost for Maths in the Seniors, BBC GCSE Bitesize).



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?

Our strategies for remote learning are tailored for each year group and key stage and are therefore age appropriate. We therefore have high expectations for full engagement with remote education across the school.

We expect parents to work with us to maintain these high standards at an age appropriate level. Some examples are:

- Ensuring children are out of bed and suitably dressed ready for a prompt 8:40am start
- Helping younger children to turn on their device and join live lessons on time
- Promptly notifying the school of any academic, pastoral or technical issues which occur to enable our support on a timely basis

Please also refer to our Code of Conduct for Remote Learning, plus the "Etiquette for Live Teaching" for both students and responsible adults which outlines expectations in more detail.

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

Our teachers are constantly reviewing the level of engagement of the students in their classes and have a variety of tools to ensure that issues are escalated within school and to parents on a timely basis. Methods include:

- Morning and afternoon registration every day.
- Discussion of concerns at regular, diarised meetings (Junior school meetings, Heads of Year meetings, Senior Teachers briefings, Heads of Department meetings)
- Observation of engagement during "pupil pursuits" and lesson drop-ins by Faculty Leaders, SENDCO, Academic and Pastoral Deputy Heads, Head.
- Subject teachers, Form teachers, and pastoral and academic leads will call or email parents to discuss concerns, next steps and actions.

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

Our school-wide approach is based on the understanding that assessment and personalised feedback is vital to enable pupils to progress. Assessment continues during remote education with age appropriate marking and feedback in all key stages. Methods of assessment and feedback will take many different forms. Some examples are given below:

- Grades and written comments on pupils' work
- Verbal feedback in live lessons



- Use of subject specific software packages which marks student work (e.g. Dr Frost in Maths) or enables assessment of understanding (e.g. Kahoot)
- Assessment of progress during one-on-one reading sessions with TAs
- Continuation of normal reporting processes, including Parents' Evenings (via Zoom) and written Progress Information Reports and Tracking Reports

Frequency of marking will depend on the different stages in the school and the nature of the subject.

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) and pupils for whom English is an additional language (EAL) may not be able to access remote education without support from adults at home and we acknowledge the difficulties this may place on families. Our Heads of Year and SENDCO make wellness calls home to check how pupils and their families are doing with remote learning.

All teachers are expected to provide remote lessons which are sufficiently differentiated and planned to support the needs of pupils with special educational needs and disabilities. Our SENDCO provides teachers with guidance on supporting pupils with SEND remotely, through individual discussion and to the whole staff body through staff meetings. We continue to work with parents of students with SEND needs to ensure that each pupil has the support she needs, and we recognise that this may involve the pupil attending our Critical Worker and Vulnerable Pupil Provision. Our monitoring procedures outlined above specifically incorporate review of engagement of SEND pupils. Our SENDCO continues to monitor the need for and provision of access arrangements for relevant pupils. One-on-one specialist tuition, TA sessions and small group support continue remotely. Specialist teachers and TAs also work with subject teachers to suggest ways to modify and adapt tasks for SEND pupils. Our SENDCO regularly liaises with our specialist teachers and TAs who feedback on the impact of their support and alert the SENDCO to any concerns.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education continues but with some adjustments 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?

The procedures for pupils who are self-isolating are not significantly different to those outlined above.



St Augustine's

PRIORY

We expect pupils in Lower I and above to have a suitable device and to log-on to lessons which are held in the classroom. Parents are required to notify Attendance if their child has to self-isolate, and arrangements are made so that the pupil can access the live teaching in class within 24 hours. All classrooms from Lower I and above have webcams or equivalent to enable access to the live lesson. Students are still expected to participate in the live lesson, for example, by answering questions posed by the teacher and remaining online throughout the whole lesson.