

# Remote Learning - Co-op Academy Priesthorpe

## Remote education provision: information for parents

Generally, Co-op Academy Priesthorpe does not provide remote education. However, the circumstances where it might not be possible for pupils to receive in person education fit into 2 broad categories:

1. School closures
2. Where school access for pupils is restricted.

In the event of a short, severe weather closure, it is unlikely that learning will be provided, and any learning that is provided is at the discretion of the class teacher (e.g. if a closure occurs part way through a school day and is likely to last over the next day, the teacher may be able to send learning home with the pupil or upload work onto Google Classroom).

Regardless of the length of any closure, where there are concerns around a pupil, the attendance and safeguarding team will contact families by telephone/home visit, as appropriate to the situation.

The following applies where the whole school, or substantial parts of the school is closed, or there are restrictions on attendance for a large number of pupils, for example as a result of government guidance.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education in the event of a prolonged closure.

## What will be taught to pupils at home?

Students will participate in activities from their usual curriculum. Teachers will use Google Classroom as the platform to share lesson content with students.

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

If a pupil is absent from school through ill health there is no expectation that they participate in remote learning.

During the first days of any closure, where that closure is likely to be prolonged, teachers will begin to upload learning material onto Google Classroom in line with the pupil's timetable. For example, if a pupil has a timetable that states Geography period 1, Science period 2 and English period 3, Maths period 4 and Spanish period 5, then learning material for all those subjects will be accessible on Google Classroom on that day. This will usually include an element of a recorded lesson by the teacher where they will teach the content and provide explanations and instructions on how to complete consolidation tasks. Providing recorded lessons instead of live lessons means pupils can access the learning at a time that is appropriate for them that day, for example, in the case siblings are sharing a device. Secondly, recorded lessons means the teacher is then available during the day to provide bespoke support through email or Google Classroom messaging to individual students.

School staff will be given time to convert their teaching arrangements to enable whole class teaching through remote education, or 'blended learning' with a mixture of school attendance (if this is possible) and online teaching.

**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?**

Yes, though some usual classroom sessions will look and feel different from home. We intend to provide home learning activities that optimise learning. These will be built on prior learning to then introduce new learning instead of providing tasks to simply keep pupils busy. We will continue with assemblies, celebrations and other social engagement opportunities where possible.

**Accessing remote education**

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

The main method of access to learning material will be via Google Classroom. In addition, some subjects may use subject-specific platforms to set learning such as MethodMaths, Sparx, and SENECA.

**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:

We will contact families as early as possible to find out what online access they already have available. Provide, where possible, any additional appropriate technology required and support families with information, advice and guidance to

help facilitate access and develop skills to engage with remote learning. This may well look different for individual students and families.

### **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?**

Teachers will plan, design and record lessons with the appropriate scaffolding and support to allow pupils to independently engage with the learning. Support from home to ensure students are logging on daily and engaging in their lessons will further strengthen their learning whilst at home and help prevent any gaps in knowledge from forming.

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

Regular calls through the school week to check engagement and feasibility of assigned work.

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

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

- Regular calls throughout the remote learning period to offer feedback and gather information
- Some online work will be automatically marked and returned
- Written comments direct to students via Google Classroom

### **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:

- No expectation on minimum hours spent accessing remote learning
- A high level of tasks and activities that promote independence
- Work alongside families to develop feasible, meaningful and rewarding educational experiences
- Individualised home learning that works for the student and the family

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

In a situation where government guidance is that individual pupils (from different classes) 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?**

The lesson PowerPoint and other learning material from the lesson will be uploaded to Google Classroom so that any self-isolating pupils have access to the exact learning as to what is being delivered in class. The teachers will be notified the previous day in order to ensure work is available for the following day.