

# **Lancing College Preparatory School at Worthing**

## **Our Remote Education Provision during the Coronavirus pandemic of 2020/21**

**This policy applies to the whole school, including the EYFS.**

**Reviewed in January 2021 by Heather Beeby and Francesca Milling**

### **Introduction**

This information is intended to provide clarity and transparency to pupils and parents or carers, about what to expect from our remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

Extensive staff training has taken place and all teachers have been provided with a Surface Pro to ensure that we are well equipped to deliver an enriching and engaging curriculum when the children are learning from home. Staff training is regularly updated, formally but also informally in our weekly staff meetings.

We regularly survey the parents and pupils to ensure that our remote provision meets their needs and that our provision is excellent whether at school or at home.

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

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in Key Stage 2, our core subjects (English, Maths and Science) are compulsory and other subjects are optional.

We aim to maintain normal aspects of our school life and community spirit while the children are working remotely. There are regular weekly assemblies where prep children are congratulated for their achievements with House points and Headteacher's Awards, Pre-Prep children also enjoy a weekly assembly and are congratulated on their achievements in a live form time or as part of an audio 'Shout Out' once a week. We have regular House Competitions and activities and occasional whole school events for example, concerts and musical activities and sporting activities. Children are encouraged to use the school aims to enhance their learning experience at Lancing Prep at Home: 'Love Learning, Be Kind and Go our into the World and do Good' and when this is shared with us through the child or the parents we celebrate together in our Weekly Newsletter and two weekly Bulletin.

### **Remote teaching and learning**

#### **How long can I expect work set by the school to take my child each day?**

Sufficient work is set to enable all our children to work throughout the school day:

Reception: 9:00am – 3.30pm

Years 1 and 2: 9:00am – 3:45pm

Years 3 – 8:45am – 4:00pm

However, some of our activities are optional and there is no pressure on the children to complete all of these tasks. This is designed to enable parents to monitor their children's wellbeing and their own and to take account of parents' working life and other family commitments where necessary.

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

In Reception our learning platforms are Tapestry and Microsoft Teams. In addition, the teachers video record their lessons so the children can access them with their parents at a time which works for them. Microsoft Teams is used for live story time and to hear children read individually.

In Years 1 – 8 our learning platforms are our VLE run through Firefly, and Microsoft Teams. We are able to create virtual classrooms by drawing information from our MIS (PASS). This enables simple points of access for all lessons and resources and allows the teachers to host both live and recorded lessons.

Where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access at home.

All our children have digital or online access at home. Some have occasional difficulties with Wi-Fi and in these cases, we work with the family individually to ensure that the pupil can access their learning resources.

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

We use a combination of the following approaches to teach pupils remotely: Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers)
- tasks set through the VLE
- textbooks and reading books pupils have at home
- commercially available websites may be used to support the teaching of specific subjects or areas, including video clips or sequences
- limited long-term project work and/or internet research activities

### **Engagement and feedback**

We expect all our pupils to engage with our remote education provision and we value our parents support with encouraging the children and setting routines which support the pupils' learning. The amount of parental support required varies according to the age of the child but generally speaking, younger children require more parental support than older children and we would expect our Year 7 and 8 pupils to be able to complete all their tasks independently.

In Years 3 to 8 the children are registered in the morning and afternoon by their form teachers and in their lessons by their subject teachers. Attendance can therefore be monitored by form teachers and the SLT.

If we have concerns about a pupil's engagement with our remote education, for example, non-attendance at a live lesson or tasks not completed, the form teacher will contact the

parents or carers by telephone or email. Should a lack of engagement continue to be a problem, the Assistant Head (Pastoral) will make contact with the parents or carers to resolve the issue.

Our feedback to pupils takes many forms, some of which varies according to the age of the child concerned. In Reception feedback is provided for parents to share with their children through Tapestry and from Years 1 – 8 feedback is mostly, but not always, given through written comments/marks on the VLE. In addition, feedback can be given to a whole class, through quizzes marked automatically via digital platforms or through work shared by individuals and discussed with teachers in live lessons. All tasks receive feedback in one of these forms.

### **SEND Pupils**

#### **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 the Assistant Head (Pastoral/SENCO) will work with parents and carers individually to find the most appropriate way to support these pupils. In some cases, these children are identified as vulnerable and invited to come into school for all or part of the working week. Teachers are all aware of the individual needs of the children they teach and can refer to their ILPS and the Assistant Head (Pastoral/SENCO) for guidance and support with their teaching to ensure that it is appropriately differentiated.

### **Pupils who are self-isolating**

#### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, our remote education differs from the approach for whole groups due to the challenges of teaching pupils both at home and in school. We are exploring the use of additional technology which will enable our children self-isolating to attend lessons 'in real time' but at present, we invite children to form times and registration at the beginning and end of the school day and to live lessons where possible and set tasks on the VLE/Tapestry. The work set follows the normal curriculum. Individual contact is made by form/class teachers to ensure that the self-isolating child does not feel isolated and remains an active member of our community. Younger children are able to read live to their TA or teacher on a regular basis. Feedback is given as described above.

H Beeby and F Milling  
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