



Remote learning provision

Information for Pre-Prep/ EYFS and Prep School 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 (or bubbles) to remain at home.

The remote curriculum: what is taught to pupils at home

At Langley Prep School, our remote learning provision spans the full breadth of curriculum subjects whilst building in a balanced structure to the day and a combination of live lessons taught on Zoom and off-screen independent tasks.

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

For Years 5 to 8, the online provision focusses on a combination of academic subjects (English, Maths, Science, French, History, Geography, RS, PSHEE and Latin), creative subjects (DT, Music, Computing, Art) and PE challenges.

For Years 3 and 4, the online provision focusses on daily English and Maths lessons in the morning followed by a range of subjects including Humanities, Science, PSHEE, DT, Art, Music, Computing and a weekly PE challenge.

Every year group has thrice weekly opportunities to catch up with their peers and Form Tutors via Zoom on Tuesdays, Thursdays and Fridays.

In the Pre-Prep the children have remote lessons delivered daily in Literacy, Numeracy, Topic and story time. Children continue to read individually to their class teachers throughout the week. Assemblies are held four times each week remotely, including a singing assembly. Support is in place with our MHFA for those children who may need a little extra support adjusting to the current situation. Stories are available for all of the children in Early Years and Pre-Prep through a link sent out to parents

The Early Years Provision remains fully open but plans continue to be sent each week to those children whose parents have opted to remain at home with them at this time.

In both the Pre Prep and Prep Departments, we teach the same curriculum remotely as we do in school, wherever possible and appropriate. In some instances, we may need to make some adaptations in some subjects. For example, some lessons in practical subjects may need to be

adapted and some topics that we feel are best delivered in school. For example, some elements of the RSE curriculum (relationships and sex education) may be postponed and replaced with other PSHEE units in the meantime.

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 broadly the following number of hours each day:

| | |
|--|--|
| Pre Prep (EYFS and KS1) | <ul style="list-style-type: none"> ○ A minimum of 3 hours (including registrations, story time and assemblies) |
| Prep Department (Lower Key Stage 2 - Years 3 and 4) | <ul style="list-style-type: none"> ○ Weekly assembly, Form Tutor periods (30 min 4 times a week) and self-directed catch up period (30 min daily) ○ 2 x 40min daily English and Maths lessons ○ 2 x 80min daily lessons in other subjects ○ 4.5 hours daily |
| Prep Department (Upper Key Stage 2 and Key Stage 3 - Years 5 to 8) | <ul style="list-style-type: none"> ○ Weekly assembly, Form Tutor periods and self-directed catch up period (30 min daily) ○ 3 x 80min lessons across the subject range ○ 4.5 to 5 hours daily (including optional finishing up independent tasks and access to Enrichment activities) |

If pupils were at school, they would normally have seven or eight 40 minute individual lessons per day. This would be logistically very complicated for pupils, parents and staff to manage under a remote provision, having to switch from one Zoom call to the next in a matter of minutes. We have therefore structured the timetable with **3 double lessons per day** in Years 5 to 8 in order to make it as easy as possible for all parties involved. In Years 3 and 4, there are a greater number of individual lessons to cater for younger children's needs at an age when their attention span is a little shorter.

The structure of the day will therefore be as follows:

| Years 3&4 | Years 5 to 8 |
|--|---|
| 9.00-9.30 Assembly or Form Tutor live session | 9.00-9.30 Assembly or Form Tutor live session |
| 9.40-10.25 Maths or English | 9.40-11.10 Double lesson |
| 10.30-11.10 English or Maths | 11.10-11.40 Break |
| 11.10-11.40 Break | 11.40-13.05 Double lesson |
| 11.40-13.05 Double lesson | 13.05-14-15 Lunch |
| 13.05-14-15 Lunch | 14.15-15.40 Double lesson |
| 14.15-15.40 Double lesson or 2 single lessons | |

Double lessons last **80 minutes** and follow the structure below (timings are a rough guide):

- 1) **Live introduction**/main input on Zoom (**30min**)
- 2) **Independent, differentiated task(s)** incorporating stretch and challenge with support if needed (off Zoom completely or off camera/muted) (**30min**)
- 3) **Review session**, concept checking, going over misconceptions and reminder to pupils to upload their independent work into GC for teachers to check their work (**20min**)

Accessing remote education

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

Pre-Prep: Class teachers are in regular contact with parents via email and weekly timetables are sent out to parents along with the required work. Reading books are left out to be exchanged weekly and work for those unable to print off work sent to them. Exercises books were collected at the start of the term by parents. Assemblies and Lessons are taught remotely via zoom. Work is submitted by sharing via zoom or through emails and photographs.

Prep: Pupils' tasks are set through and resources shared on Google Classroom. All lessons, registration periods and assemblies take place on Zoom; the teachers share their account details on Google Classroom in advance of the lessons. All Zoom lessons are recorded and the recordings shared on Google Classroom to allow pupils to watch them retrospectively if they have been unable to attend at the scheduled time.

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

At Langley Prep School, 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:**

- Packs of paper copies of learning resources and class readers and all exercise-books were made available for families to collect at the start of the Lent Term
- Form Tutors to contact parents if pupils have issues with a lack of devices or connectivity. 1:1 sessions will be offered to help pupils access remote learning materials
- If pupils are unable to access online learning because of long term device or internet issues, they will be allowed to access the in-school key worker provision

We also take the following approaches to support those pupils to **submit work:**

- If pupils are unable to access the internet to submit work, they are welcome to drop off or post any paper copies of learning tasks to the school office
- Staff will make contact with pupils once they have received the hard copy of their work to provide feedback

How will my child be taught remotely?

All pupils and their parents have been provided with a timetable and guidelines about expectations and how to access the remote learning. All live sessions are delivered on Zoom. Depending on the age and key stage of pupils, we use a combination of the following approaches to teach pupils remotely:

- Live teaching on Zoom
- Pre-recorded videos/audios made by teachers and by other sources (eg. White Rose Maths)
- Resources produced by teachers
- Available websites supporting the teaching of specific subjects or areas (eg. Times Tables Rockstars, My Maths, IDL, quizlet, etc) and Google suite for Education (eg. Google Docs, Google Forms etc)
- Exercise-books, CGP books and reading books pupils have taken home

There may be some rare instances in which teachers will pre-record lessons for pupils to access remotely. This information will be shared with parents and carers in advance.

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?

We expect all pupils to:

- Access all remote learning lessons
- Have their cameras turned on throughout their lessons on Zoom, unless directed otherwise by their teacher
- Ensure that they have the necessary resources ready in advance of the lesson that have been shared with them by their teacher
- Submit work to their teachers as requested

We expect all parents to:

- Support their child(ren) to follow their school timetable
- Support their child(ren) to access the correct resources necessary for their lessons and ensure they have a suitable workspace for their lessons
- Support their child to be safe online
- Support their child to engage with lessons online
- Inform the School should their child not be able to attend a lesson
- Inform the School if they are facing any difficulties at home, for example in relation to resources or access to education

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

Pre Prep: Staff will take a register for each of the four daily remote learning session in the Pre Prep Department. This register shows clearly those in attendance and staff follow up any non attendance.

Prep: Staff will take a register during Form Tutor period and at the start of each lesson and will monitor the submission of pupils' learning tasks. In the instance of poor attendance to live lessons or work not being submitted, staff will follow this up with pupils and their families.

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:

A range of feedback techniques will be employed including (but not exclusive to) the following:

- Live in-lesson feedback
- In-lesson whole-class feedback
- Self-assessment
- Peer feedback
- Written teacher comments and individual feedback on work submitted on Google Classroom (Prep)
- Individual audio teacher feedback recorded through MOTE 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:

At Langley Prep School, we work closely with families to ensure that remote education is inclusive and accessible for pupils with SEND. Our SENCo and teachers liaise with families and pupils as and when necessary to ensure that provision is appropriate and make adaptations as necessary.

Some of the ways in which we support pupils who need additional support are outlined below:

- Access to virtual, year-specific Time 4 U sessions on Zoom with our Mental health First Aid Team
- 1:1 learning support and pastoral sessions continue to be provided on Zoom by members of the ALD Department
- Use of breakout rooms on Zoom to allow small group support with Teaching Assistants
- IDL Cloud intervention continues to be accessed by pupils (Yrs 5 to 8)
- Differentiated resources and differentiated independent work (Must/Should/Could or chilli challenges) are provided for learners by staff
- SENDCo is in regular contact with parents of pupils with SEMH (Social, Emotional and Mental Health) difficulties
- 1:1 mentoring sessions are available on request via Heads of Years
- Members of the ALD Department are available to support Key Workers' children in school (with their learning and/or wellbeing)
- ILS (Independent Learning Skills) lessons have been timetabled and will continue during this remote learning period
- Y3/4 small spelling groups organised by ability are still running
- Y3/4 Guided Reading sessions are still taking place

Remote education for self-isolating pupils

Where individual pupils 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.

Teachers will send out Zoom codes via Google Classroom and pupils will log in to attend live lessons. Pupils will upload their independent work and receive feedback via Google Classroom.