



## Parents' support of live video lessons

### **Aims:**

Our expectations of pupils are the same as if we were in the classroom at school and, in line with this, we want to maximise pupils' progress, safeguard all our pupils and maintain good wellbeing in a productive learning environment.

We want all pupils to feel they have ownership of their learning experience and take responsibility for the live lessons as much as possible. We want all boys to feel safe and confident in live lessons and not have a sense that they are being observed by lots of adults.

We want teachers to feel that they are delivering a lesson to pupils, replicating the classroom scenario as much as possible.

We do not want parents to feel they have to be involved (and hope that it also provides you with some much-needed time to do your own work).

### **Approach:**

To support this, we ask that parents adopt the approach of being a presence, rather than being present in the lesson. For example, you may feel that your son needs you to be there at the start of the lesson to set up the technology, check in at points during the lesson, or return at the end to ensure he has signed out. However, for the main part of the teaching session we believe that sitting next to him and prompting him with answers does not afford him the best learning opportunity.

For all live sessions (lessons, therapy-sessions, mentoring or form-time) we ask that you do not sit so that you are visible to the other pupils or teacher, and that you do not comment. Parents' unplanned involvement can make other pupils less likely to contribute, and can be very distracting.

Just as in the classroom, teachers remain vigilant and expect pupils to raise any concerns or questions with the teacher, rather than necessitating one-to-one adult support of a pupil – an approach at odds with the More House development of pupils' independence as learners.

Please be aware that parents who give verbal prompts to their son can often be heard by anyone else on the live call, and creates significant difficulties for pupils who find the auditory processing of language difficult.

### **Benefit:**

We welcome parents' support, recognising it as affording their sons enormous benefit in their academic and social development.

We believe that together we can continue to empower our pupils to become independent learners during this time of remote learning, and anticipate that they will be acquiring new skills as well as developing and building on the ones that have already been taught.

Thank you for your support.