

St Nicholas School, Canterbury
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 (or bubbles) to remain at home.

St. Nicholas is a community special school for pupils with a range of Profound, Severe and Complex Needs, the pupils have a place in a specialist setting where a variety of individualised differentiation strategies, approaches and resources are used to promote their understanding, develop their skills, enable access to participation and to show their learning & achievements.

The planning of remote education activities does not allow for the implementation of all our normally expected strategies and the monitoring of progress does become more difficult. We will develop and share a range of blended-learning opportunities for parents to complete with their child at home. The activities suggested/recommended activities will be based around:

- the pupils' particular Curriculum Pathway
- their age and stage of development, and
- their individual Education, Health and Care Plan outcomes.

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

The remote curriculum: what is taught to pupils at home?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If students find themselves unable to attend due to a full/partial bubble closure, self-isolation, quarantine or lockdown procedure, pupils will be able to access the online learning platforms (e.g. in KS3, Education City/Active learn). The families will be contacted to know what they are to expect in the first day or so and then the first week; an indication will be given of the expectation for the following weeks. They can also follow the home learning programmes (or activity advice) that will be sent out. Details of each class' home learning offer **CAN** be found on their class webpage. If we have enough notice of a closure then paper-based packs will be sent out too. A timetable will be shared for the next few days.

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?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate e.g. through sharing resources, programmes or live streamed/recorded video lessons. However, we have needed to make some adaptations in some subjects as specialist resources, including teaching strategies will not be available at home. Daily reading, functional literacy and numeracy work opportunities will be suggested. In this instance we may make recommendations as to sensory-based or home management activities that could take place at home. A timetable of the first week/weekly pattern will be given. Where possible, they can join in with joint home/school lessons.

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:

Key Stage 1	The pupils will be set/receive an education provision of up to 3hrs per day
Key Stage 2	The pupils will be set/receive an education provision of up to 3hrs per day
Key Stage 3	The pupils will be set/receive an education provision of approx. 3 – 4hrs per day
Key Stage 4 & 5	The pupils will be set/receive an education provision of approx. 4 – 5 per day

Accessing remote education

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

St. Nicholas School will use the following platforms for delivering live-streamed – Zoom/MS Teams. These activities may: link the learning from in-school and share it with those learning at home, be communication/creative/movement-based learning sessions from our specialist learning staff or be 1-1 or small group specific learning opportunities for pupils' with particular needs. There will also be a weekly digital catch-up meeting for each class so all pupils can check in with their friends.

We will also pre-record some activities and place these on our YouTube channel – accessible via our school website or invitation from text or email links. Some activities will be emailed direct from teaching staff to be completed and returned. Some activities will also be planned using the schools learning platforms: Active Learn, Education City etc. These activities will monitor the pupils' progress automatically. Edmodo and Class Dojo may also be used with pupils alongside regular emailed work/contact and telephone communication. Other activities may be set using the nationally recommended online-learning platforms e.g. Oak National Academy, BBC online/BBC television etc.

Any pupil's skill developments, progress or achievements can be shared by parents' access to the Earwig program, being able to upload learning records. Paper-based/electronic work can be posted back, emailed or collected from the pupils' homes. There will be a weekly 1-1 welfare and progress check-in between each teacher and the parents/carers of those students who are normally in their class.

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 have issued a number of DFE provided laptop and tablet devices (part of the Governments response to COVID-19 recovery) to pupils following a liaison between the school and families, prioritising any pupil who did not have access to infrastructure in their home. Other factors taken into consideration were a pupil's socio-economic status or they had 'Looked-After' or 'Previously Looked-After' status. The school has also lent some school-owned devices, where possible, if requested by email, telephone request or via the weekly teacher/family contact sessions – pupils' access to and engagement with remote learning is part of the agenda for these meetings.
- The original set of government laptops came with dongle mobile data provision. We have also sent text and social media links to parents concerning the provision of free mobile data (access) to pupils and learning sites during the lockdown.

- Teaching staff will post out/drop off paper-based home learning packs to pupils who have no access to the online materials. This work can be returned to school by post, scan/mail, collection or by Earwig. Some parents may choose to print materials of their own or emailed to them from school.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons) – shared with class (common in Oak Pathway classes), small group therapeutic/EHC – specific sessions (common in Cedar and Willow classes), whole class/dept. fitness/Arts/Communication sessions (common in all areas of the school).
- Weekly social catch-up video call – common in all classes
- Access to school-licenced learning software (e.g. Active Learn/Education City etc) – common in oak pathway classes
- School-generated video sessions uploaded to YouTube or Class pages – common in most areas.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by other teachers/BBC television lessons) – infrequent and only in satellite classes
- Suggested multisensory and/or home management activities to be experienced in the home/garden/local area (within COVID-19 restrictions) – common all areas.
- Printed paper-based packs produced by teachers (e.g. workbooks, worksheets) – common in oak/willow classes. NB: in some specific cases a USB stick carrying electronic work may be shared.
- textbooks and reading books pupils have at home – common in oak/willow classes
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – infrequent

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?

Students should engage with home learning as independently as possible. Due to the complex needs of our pupils, parents/carers/families will be required to significantly support the majority of students to engage with and access home learning. Our school class and family support teams will be available to offer support and guidance to parents, as required.

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

- Our staff will make a weekly 1-1 telephone check-in with all families where concerns, issues and suggestions will be raised. Engagement with home-learning will also be discussed. Staff will share their concerns with their immediate line managers who will raise them with the SLT, if necessary.
- Where there is a significant concern about engagement with remote learning, the SLT will ring the family concerned, to suggest and plan a way forward.

NB: All of our pupils are vulnerable (with an EHC) and many have a social worker. We are open for the children of critical workers and those vulnerable students deemed most in need of a place in school, due to our dynamic risk assessment. Should a clinician or other agency feel a pupil is in need of a place (due to their safety or well-being needs) we will try our best to accommodate a request for some (additional time in school – within the parameters of our whole-school risk assessment or staffing available).

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:

- Students should engage with home learning as independently as possible. Parents will be required to significantly support the majority of students to engage with and access home learning. If work is returned to school by post or email (or is collected by staff) it will be marked, with feedback. Parents will have weekly 1-1 phone call from the class teacher. Any emails will be answered. Parents can upload assessment evidence using the Earwig programme. Parents may also take photos of pupils' work or achievements and send this evidence into school.

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?

All our pupils have additional needs and, therefore, the strategies for planning, support and contact are all listed above, in the previous sections.

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.

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

All of our approaches will be the same as described (above e.g. for Days 1 and 2 and then the days beyond). This offer will be the same whether the pupil has themselves tested positive for COVID-19, is self-isolating due to potentially coming into contact with a person who has contracted coronavirus, shielding due to be clinically extremely vulnerable or clinically vulnerable or is remaining at home in isolation due to their own anxieties (SEMH) or those of their parents.