



# Remote Education Provision Information for Parents and Carers



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.

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?

Teachers have initially provided a bank of work which is appropriate for each child to complete. Generally, this consists of tasks working towards their Key Skills which have been identified from the Education, Health and Care Plan (EHCP) outcomes.

### 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?

Our remote curriculum, where possible, mirrors our school curriculum. It is vital that we continue to work to recap and embed previously learnt skills whilst also challenging them to continue to work towards their targets. Given the diversity of our school population, we understand that we cannot replicate all of our typical school offer. In this instance, we will endeavour to adapt our provision to continue to work towards targets in creative ways to ensure children and young people continue to make progress in the various areas of our curriculum.

Given the nature of a national lockdown, and the restrictions this may place on children, young people and families, we will, where required, advise adaptations to the curriculum to focus on self-regulating behaviours in order to be able to focus on more structured learning later on.

## Remote teaching and study time each day

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

The children and young people attending our school have a vast range of needs. For this reason, we are not directing the amount of time that children and young people will engage in remote learning, rather, teachers, who know your children and young people best, have planned an appropriate balance of remote education which will be offered to those not able to attend school for whatever reason.

As a school, we are acutely aware that everybody's circumstances will differ. You may be attempting to home educate at the same time as working from home yourselves or your child or young person may struggle to engage with home learning because of their own particular learning difficulties. Please do not worry and just try to do what you can.

## Accessing remote education

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

School will employ a variety of software and strategies to ensure a high level of engagement and access to a quality remote education, this includes, but is not limited to;

- Microsoft Teams, Zoom, Class Dojo, Website, Oak National Academy
- HelpKidzLearn (Chooselt Maker) activities
- EyeGaze activities
- Resource packs sent home
- Phone calls home
- Use of recommended online resources (e.g.: BBC Bitesize)

### 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:

School has ordered a finite number of laptops from the Department for Education. These will initially be prioritised to children and young people dependent upon the level of need, the demands of their curriculum or any qualifications or accreditation they may be working towards. The Senior Team will consider the school population to identify these learners.

Where learners are not able to access digital lessons and we are, unfortunately, unable to provide access to a device, we may;

- Provide a variety of medium for learners to access remote education such as; targeted work on paper; personal, social, emotional and independence tasks which do not require access to digital devices or online access at home.
- Support the learner to access some face-to-face education.

### How will my child be taught remotely?

Teachers will use a variety of strategies to engage learners in remote education:

- **A daily check-in** on a video call, this may be as part of a more structured lesson, group reading activity or be an opportunity for the children to catch up for their wellbeing. This will be done over Microsoft Teams and the link will be shared via ClassDojo.
- Where appropriate, some groups may also have **additional online lessons** – teachers have carefully considered these and they will be an opportunity for children to be reminded of subject content. These may not be appropriate for some groups.
- **Online learning** – teachers may choose to set specific lessons from online platforms such as White Rose Maths Hub and Oak National Academy. Oak National Academy has a wide range of content spanning the entire National Curriculum from Early Years to Year 11 with recorded lessons by subject specialist teachers. There is also a comprehensive therapeutic offer in the Specialist section which encompasses Speech and Language, Physical Therapies, Occupational Therapy and Sensory Integration.
- **Key Skills work** – this will be targeted work based on the targets outlined in your child's Key Skills Care Plan. We understand that, in these difficult times, our first priority is to ensure that children consolidate their learning before moving on to more tricky work. If your child is flying through the Key Skills work and they have mastered the skills, please let the teacher know so that they can set some new targets and challenges.
- **Opportunities for creative, independence and Personal, Social and Emotional Development (PSED) experiences** – these differ depending on your child and their age and ability.

## 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 understand that people's circumstances are very different and therefore understand that children and young people may be unable to attend remote education due to parents or carers being unable to support them or their specific learning difficulty may inhibit them from accessing education whilst at home.

Parents and carers will be able to support their children and young people as often as they deem appropriate given the offer provided by the class/bubble teachers.

The school has established some 'home learning standards' to ensure proper conduct and engagement with any live lessons. These will be displayed at the beginning of each lesson to ensure all learners are reminded of expectations:

- Sit comfortably
- Quiet room
- No TV or other devices
- Good listening
- Good looking
- Good learning

The school has also identified Parent/Carer advice:

- Try to avoid giving children food during lesson times as this will distract them.
- Try to encourage your children to work on a problem independently. Give them time to solve problems before supporting.
- Try to avoid talking to your children within lessons unless you are supporting their learning.

All children, young people and adults must be appropriately dressed at all times during live video lessons to ensure people remain safe. In the event of a teacher deeming a pupil or parent to conduct themselves inappropriately, they will ask them to leave the call immediately and will pass their concerns on to their Head of Department. The teacher or Head of Department may choose to discuss this further with members of the Leadership Team. Pupils or parents who have been involved in inappropriate conduct online will not be able to join live lessons until the matter has been investigated.

Where we are using video conference calls for lessons and check-ins, we will record the call in order to safeguard your children and our staff. These recordings will be saved securely on the school network as soon as the teacher is able to access the school network.

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

Evidence of work can be photographed and sent to your child's class teacher through Class Dojo.

Teachers will keep in regular contact with parents and carers through ClassDojo, weekly phone calls (where appropriate) or contact through the Parent Liaison Officer, Mrs Daly if necessary.

### 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:

- Verbal feedback at the point of learning where appropriate.
- Marked work and written feedback where appropriate.

- Individual tutorial feedback where appropriate.

Children and young people will receive feedback as often as necessary to encourage progress towards the targets and learning intentions; this will be carefully considered by the class/bubble teacher.

## 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?

As a Special School, we know and understand the vast range of needs that our learners have. Teachers will carefully consider and plan for the age and ability of the learners in the class/bubble. The strategies they use will reflect the learners' individual needs and replicate teaching and learning approaches and strategies that children and young people are familiar with in the school setting to encourage engagement.

## Remote education for self-isolating pupils

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

In the event of a National Lockdown:

Bubbles will consist of a combination of classes and their Teachers and Teaching Assistants. The teaching team have devised a rota where they work in school one week and then remotely the other. Teachers will take it in turns to lead both remote learning and face-to-face learning within their bubbles. This will ensure the quality of remote learning and learning for those students attending school as they will be taught by a teacher who knows and understands their needs. All children in the classes that make up the bubbles will be added to a new ClassDojo group which will allow parents, carers and the teaching teams to communicate consistently. If they have any concerns, they will be able to communicate with the 'Bubble' on ClassDojo and both teachers will be able to view and support them.

### Where parents are directed (or elect) not to send their child in to school when it is open:

Pupils will be offered a variety of tasks, which, as much as possible, mirrors the curriculum occurring in school. This will consist of Key Skills work and a variety of other tasks such as; personal independence, personal, social and emotional regulation activities. Teachers may direct learners to pre-recorded online materials from providers such as the Oak National Academy. Teachers will be available, via ClassDojo to receive work and provide high quality feedback. Parents and teachers will keep in regular contact via ClassDojo, telephone or via email. School understands that children and young people who have been directed to self-isolate may be poorly and during this period, there is no expectation to engage in remote education.

### When my child is isolating because their bubble is closed:

If a bubble is forced to close due to close contact with a person who is confirmed as being Covid positive, teachers have prepared work which can be completed for a maximum of two days whilst the teaching team establish the logistics of remote education. Following the initial two days, teachers will establish a remote education offer which mirrors, as much as possible, the curriculum that children and young people would receive if they were in school. Teachers will communicate via ClassDojo links to conference calls to allow live lessons and will continue to provide feedback through this medium. This will continue until the class is able to return to school.