

Remote education – information for parents – December 2021

Remote learning 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. 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?

Our first priority will be meeting the mental health, wellbeing and communication needs of our pupils, providing activities that are fun and engaging, whilst supporting achievement against a pupil's EHCP outcomes and meeting individual needs. Therefore we would aim to provide a blended learning approach which would include pupils continue to have access to therapy advice and support. For example, this could be activity packs including messy play, painting, or a treasure hunt around the house/flat; however this also could mean following online learning activities towards meeting their personalised learning targets i.e. Reading Eggs.

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 pupils access learning in different ways to mainstream schools, hence their need for specialist provision. Our primary focus will always be on supporting their mental health, wellbeing and communication needs.
- For those pupils who can access learning remotely, teaching may be via online resources. Activity packs with clear instructions will also be provided. Parents can request simplification or extension of remote activities, as well as additional information on how to engage their children in home learning. School staff will communicate clearly with families about the learning activities, and ensure that expectations are appropriate and clear. Staff will follow up on this learning to identify any additional support that may be needed, including sharing successful strategies used in class. We aim to offer 3 to 4 hours of virtual learning and home learning activities via home activity packs daily. The length of live learning sessions will vary depending upon the needs of the group/individual. Some 1:1 sessions (virtually) i.e. with a therapist where parents have requested some guidance on a task or class staff/therapists feel that this would be beneficial and relevant.
- We will be offering live learning sessions via the video conferencing service, Zoom.
- Equipment may also be sent home/collected from school for specific activities i.e. OT may send home a specific piece of equipment to enable the pupil to continue their OT target with parental supervision and/or to support pupil sensory needs, self-regulation and personal wellbeing.
- All pupils will have a weekly timetable identifying their learning/curriculum offer.

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: We aim to offer 3 to 4 hours of remote learning activities daily

Key Stage 2: We aim to offer 3 to 4 hours of remote learning activities daily

Key Stage 3 & 4: We aim to offer 3 to 4 hours of remote learning activities daily

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

- In order to ensure that pupils are provided with opportunities to meet their social and emotional needs, we will be offering 3-4 Live Teaching Group sessions via Zoom.
- Some pupils will receive 1:1 video sessions, as appropriate.
- All pupils will be provided with both online and offline activities to complete when they are not in a Live Teaching Group session. Examples of online activities and platforms our pupils might use are: Reading Eggs, Mathseeds, Purple Mash, Discovery Espresso, London Grid for Learning - Talking Stories, Oak National Academy Specialist Lessons, and activity videos recorded by our staff.

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 now provided over 50 Department for Education devices to our families, and are waiting for more devices to be in stock and delivered – these will also be distributed to eligible pupils.

In addition to digital devices, we also offer our families a choice in how they receive the remote learning packs (print – by post, or via e-mail).

How will my child be taught remotely?

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

- Remote learning packs.
- Live Teaching Group sessions.
- 1:1 video sessions, as appropriate.
- Online learning resources and activities
- A small number of pupils will be offered the opportunity to join other Live Teaching Group sessions, as appropriate.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Our staff, including teaching staff, therapists, and senior leaders, will:

- Communicate clearly with families about the learning activities, and ensure that expectations are appropriate and clear.
- Follow up on this learning to identify any additional support that is needed.
- Have weekly wellbeing and support contact calls/Zoom sessions with families.

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

In addition to the above, our staff will maintain contact with families to ensure learning is appropriate and engaging to identify how well pupils are progressing through the curriculum and the targets identified on their Personal Intervention Plans (PIPs), using questions and other suitable tasks, and provide feedback, at least weekly.

How will you assess my child's work and progress?

Our staff will maintain contact with families to ensure learning is appropriate and engaging to enable teachers/the group lead to adjust the pace or challenge of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. Trust-wide involvement in the interest of the pupil i.e. seeking advice from Trust professionals such as members of our Multi Agency Support Team (Speech and Language Therapists, Occupational Therapists, Behaviour & Inclusion Practitioners, etc.) and Senior/Executive leaders, to personalise pupil learning where needed and if possible.

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

If a child is unwell, we would not expect them to take part on remote learning.

If a child is well, but self-isolating, we would offer a robust offer in line with our Remote Learning Protocol (available on our website)