

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 if 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?

All families will be provided with a home learning leaflet on a termly basis. The leaflet details lots of ideas and suggestions for Literacy, Numeracy, Personal Care and Skills for Life linked to the curriculum topic specific to each department (Early Years, Primary, Complex Needs, Secondary and Post-16).

If appropriate, class teachers will provide paperwork and resources linked to learning taking place in class.

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. However, we have needed to make some adaptations to how the curriculum is delivered. We use many specialist resources, pieces of equipment and highly trained staff to deliver specific strategies. Where possible we have provided adapted resources to be used at home and additional information and training for families.

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:

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| Primary school-aged pupils | We have not set specific time requirements. Many of our pupils respond best to short, time framed activities within a schedule. In the home environment this is difficult to replicate and we are encouraging families to access remote learning opportunities when their child is calm and alert and most likely to engage. We recommend families find ways to build learning opportunities into their family routine and our class teachers can provide tips and advice about how best to achieve this. |
| Secondary school-aged pupils not working towards formal qualifications this year | |
| Secondary school-aged pupils working towards formal qualifications this year | |

Accessing remote education

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

Each class teacher is liaising with families to find the most appropriate method for sharing remote education. We use Google Meet and Microsoft Teams as well as facebook and our website. We will provide videos of stories, activities and short lessons and these can be accessed on any device such as a laptop, tablet or mobile phone.

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:

Our IT Manager, Neil Thomas, is able to provide support to families to access remote learning. Families can request support via their Class Teacher.

Those families who have requested support have been given devices and technical support. We have capacity to provide additional support if requested.

How will my child be taught remotely?

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

Class teachers are offering families bespoke remote learning packages, depending on the pupil's engagement levels and family capacity. These bespoke packages are based on feedback from families that their requirements are very individual.

All families will receive a weekly 'keeping in touch' email or phone call from the class teacher. This is an opportunity for the family to provide feedback on progress made and also request additional support or adaptations to remote learning. We will monitor pupil progress and wellbeing via this contact.

Where appropriate, teachers will offer a weekly 'live' session either via Microsoft Teams or Google Meet. This will be an opportunity for pupils to interact with their teachers and peers.

Paperwork pack and resources will be sent to families or hand delivered on a weekly basis or as required. We are also emailing and posting packs.

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?

The majority of our pupils respond best to short, focused tasks with movement and sensory breaks which can be challenging to replicate in the home. Class teachers can provide families with tips and advice on how to replicate this at home and how to build it in to a daily routine.

We are keen for families to provide as much feedback as possible and to ask for any resources or support they require. Whilst we want all our pupils to continue accessing the curriculum we are also aware of importance of family wellbeing.

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

We rely on family feedback to measure engagement levels and progress. Your class teacher will keep in contact with you via email and telephone call. We understand it is a challenge for families and will endeavor to provide additional resources in liaison with the family and their feedback.

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:

Our priority is pupil welfare and wellbeing. We will not be setting work to be formally assessed. We may ask families for general feedback on engagement levels and about any skills displayed during the weekly keeping in touch contact

We endeavour to record progress made towards My Outcomes and Skills for Life Assessment and class teachers will gain feedback from families.

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:

Our Health, Physio and OT teams are available to provide support in the home – please speak to your class teacher to request this additional support if required.

We are also able to lend specialist equipment and resources if required, again by request via your class teachers.

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 our remote learning is the same.