

*Remote  
Education  
information  
for Parents*

# **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?**

Remote learning was available from Wednesday 6<sup>th</sup> January. All families were contacted on Tuesday 5<sup>th</sup> January to discuss with families their wants/needs in terms of in school time, and their ability to access on-line learning. Deliveries of laptops began on the 5 January and we continue to support families with technical difficulties.

### **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?**

At BWV and Ashton house we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE where team sports are not currently allowed, we would focus on personal health and fitness.

In some subject areas where equipment is required and we know students need a lot of support using the equipment we have reordered our curriculum so we can focus on areas of the curriculum that do not need the equipment, and moved this module to later in the year when all students should be back in school fulltime. Eg In Maths moved geometry to later in the year as our students need lots of support using protractors.

At Grange Drive where the curriculum is based around EHCP's and our students require a higher level of support, the provision we can provide is adapted to allow this to be taught remotely. Where possible, therapies are offered either in person, remotely or by giving slots in school eg. Hydrotherapy.

## **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:

Primary school-aged pupils at Grange Drive	<p>All students have had the opportunity to be in school, at least on a part time basis. This has been done in consensus with parents.</p> <p>Remote Provision at Grange Drive is dependent on need, as many of our students cannot access work with any level of independence. Work is therefore provided in consultation with parents, and is varied towards each student's families needs. This is detailed on each student's individual risk assessment.</p> <p>Some students have a full time remote learning timetable, whilst other access small chunks of learning at home, whilst spending a significant amount of time in school.</p>
Secondary school-aged pupils at Grange Drive	<p>All students have had the opportunity to be in school, at least on a part time basis. This has been done in consensus with parents.</p> <p>Remote Provision at Grange Drive is dependent on need, as many of our students cannot access work with any level of independence. Work is therefore provided in consultation with parents, and is varied towards each student's families needs. This is detailed on each student's individual risk assessment.</p>

	<p>Some students have a full time remote learning timetable, whilst other access small chunks of learning at home, whilst spending a significant time in school.</p>
Primary and Secondary school-aged pupils at Birch Wood Vale and Ashton House	<p>All students have had the opportunity to be in school, at least on a part time basis. This has been done in consensus with parents.</p> <p>At KS3 all of our students are provided with approximately 5 hours education each day, a full school day. This involves each morning 3 lessons taught live (or pre-recorded) via Microsoft Teams. Each afternoon students are given project work to complete.</p> <p>At KS4 all of our students are provided with approximately 5-6 hours of education each day, a full school day. This involves each morning 4 lessons taught live (or pre-recorded) via Microsoft Teams. Each afternoon students have time to continue with assignments set by their subject teachers.</p>

## Accessing remote education

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

Using Microsoft Teams. Booklets, videos and more personal instruction have been used to support families in using this.

One of the reasons we chose to use this as it allows us to not only deliver work/lessons in a safe and secure way, but it allows us to assess work completed and give feedback.

## **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:

Laptops have been lent out to a number of families to support them in accessing remote learning. Booklets, videos and more personal instruction have been used to support families in using this.

Students due to their needs that need paper copies of work are sent out packs of work. They then will return them to school for assessment, either on the days they are in school, by staff collection/delivery or by post.

## **How will my child be taught remotely?**

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

In consultation with parents, the majority of students have some time in school within a smaller, more secure bubble.

Live/Recorded lessons via Microsoft Teams with your teachers.

Videos of songs/ stories with Makaton signs to support all learners.

Assignments/Activities uploaded onto Microsoft teams for your child.

Feedback given to your child, via teams on the work they have completed.

For some students where online learning is not appropriate packs of work are sent home regularly.

Therapies and support offered remotely or in school if appropriate.

Regular Support and contact with your child's class team

## **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?**

At Birch Wood we see school, parents/carers and their support network as a team. We aim to work together to support our young people in their learning.

Families should expect regular contact from their class teams, to support them in their remote learning.

We are aware that the needs of our students are varied and for a number of parents having their young people at home puts lots of pressures on the family as they get little respite from the high levels of care their child needs.

We therefore ask for parents/carers to try their best to support their child in accessing the learning, but to not feel pressurised. We are a team, and please talk to your class team if you feel the level of work provided needs adjusting for your child.

Parents/Students should expect feedback from all work completed via Microsoft Teams.

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

As a number of sessions are live, we will be able to see who is engaging with the lessons. As Microsoft teams allows us to see where students/parents have accessed the work, and to give feedback on completed work, we can quickly and easily identify issues with engagement.

Class teams will discuss with parents any concerns with a students' engagement and will put a plan together with the family on how to support them. This will be then detailed in the student's individual risk assessment.

### **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:

Work completed and turned in on Microsoft teams will receive feedback and students and their families will see this. Feedback at Grange drive may also be recorded on Tapestry.

Verbal feedback will be given during live sessions by their teachers and to families from the class teams during their regular phone-calls/e-mails.

## **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:

As all of our students have additional needs, we work with parents to set out a personalised approach to remote learning which is detailed in each students' risk assessment, and we aim for our families to not feel pressurised by remote learning

For the majority of students this means that most students are accessing some time in school each week, in conjunction with some remote learning to minimise these pressures.

## **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?**

As a whole our approach for students isolating stays the same.

Students are invited to live lessons where appropriate using Microsoft teams or can access learning via pre-recorded lessons/Videos, and assignments/ activities set on Microsoft teams.

As always our approach is personalised and depends on the student's needs, and is detailed in their risk assessment.