



## ***Remote Learning Policy***

Llio Eiri, Principal & Eve Patten, Teacher. January 2021

## Remote education provision: information for parents

If a pupil is participating in a home visit away from Aran Hall School and government advice and guidance changes during the visit, we will be able to facilitate 'remote' or 'home' learning for our pupils.

As typically happens during the school day at Aran Hall, the activities we provide will be personalised and particular to each individual.

In the first instance, we will attempt to communicate and exchange information and resources via e-mail; if this is not possible, we will arrange postal deliveries of work and resources.

## 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. We will provide 'lessons' and activities for pupils to complete at home (whilst they are unable to attend school due to Covid-19 restrictions and guidance).

## What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the first day or two of remote or home learning, we will provide a selection of short activities for pupils to complete; typically, an activity would last no longer than 30 minutes (the equivalent of a school lesson) to work through. Ideally, pupils will be able to complete such activities independently, however, according to a pupil's specific need/s, they may benefit from the support of an adult care-giver.

## 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 will endeavour to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects. For example, it may not be possible for pupils to complete practical activities (like Gardening, PE, Cooking, Drama and Art) or parts of lessons requiring subject specialism (like Maths and English). For each individual, we will provide activities to support further development and consolidation of learning in school.

## 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:

Secondary school-aged pupils	<p>Pupils in this category will be provided with 5 x 30-minute sessions of 'work' each day.</p> <p>In addition to this and similar to our school programme, pupils will be provided with suggested activities to complete (in liaison with home carers and upon discussion of provision there) covering the rest of the school day: 5 x 30-minute sessions.</p> <p>This will allow pupils to continue with the structure and routine of our Achieve! Programme.</p>
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## Accessing remote education

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

Where possible, we will provide paper-based activities so that home carers are not unnecessarily challenged to provide technology support.

This will be reviewed and discussed with home carers after the first two days so that, if appropriate and possible to facilitate, some on-line, 'face-to-face' tutorials could be given. Such sessions would be delivered via Microsoft Teams, a tool which staff and pupils have experience of using before.

## **If my child does not have digital or online access at home, how will you support them to access remote education?**

Following a review discussion with home carers (after the first two days, as referred to above), we recognise that some pupils may not have suitable online access at home. If this is the case, we can discuss the following possibilities to decide which will best-fit each individual's needs and circumstances:

- Pupils will not take part in any online learning (paper copies of work will be provided and we will use a postal service to exchange items of work).
- It may be possible to send a laptop or iPad and charger to a pupil (some pupils have their own laptops – often provided by their LA – which is kept at Aran Hall; all pupils have their own school iPads).
- Reviews and discussions can take part via phone call if this is preferred or most possible.
- We will post work books and sheets so there is no need for printing at home.

Depending on how long the period of remote or home learning is expected to last, we can discuss other appropriate options for each pupil. For example, it might be possible to provide online assistance and support at different points during the school day.

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

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

- Printed paper packs produced by teachers (e.g. workbooks, worksheets), supported with clear steps and instructions.
- Textbooks and reading books pupils have at home, or as posted out.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – these will be clearly signposted and already familiar to pupils (e.g. Doodle App Maths and Spellodrome or Readywrite).
- Long-term project work and/or research activities.
- Suggested practical activities (following discussion with home carers), which could include PE, cooking, gardening or art-related tasks – subject to discussion.
- 'Face-to-face' learning and discussion via Microsoft Teams (as possible and appropriate) for some sessions and topics.

## **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 anticipate that pupils will be engaged in the activities provided as they will be personal and specific to meet their needs and interests and, most likely, provided by their class teacher who knows and understands them well.

As above, we know that our pupils rely on care givers for the support they receive at school and we understand that it may not be possible to replicate this at home; to this end, we will try to set work which can be completed by pupils without support, where possible. Also as above, our review phone calls can discuss this and we can act upon feedback from home carers and pupils and amend planning

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

Class teachers will speak to home carers (and pupils) via phone call (or, as highlighted above and if possible, via Microsoft Teams) within the first two days of home learning. Part of this discussion will review what pupils have completed and how they have tackled the challenge of home learning. We will act upon this feedback and use it to inform planning for future provision so that both Aran Hall and home are working together to provide the best learning environments and outcomes for each pupil.

## **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. Our approach to feeding back on pupil work is as follows:

- Where appropriate, we will follow the school's marking policy and provide feedback in the form of '2 stars and a wish' – this is something pupils are very familiar with.
- Following phone calls or video calls and discussions, we will provide verbal feedback.
- If relevant, we may give a score or mark for a completed piece of work (e.g. for a quiz activity or an exam-style paper or activity for Entry Level Maths or GCSE English pupils) to accompany written or verbal feedback.

With every part of our home learning, we will endeavour to make it as similar to the school day as possible so that pupils (and parents) continue to benefit from both the protocols we have in place, and a sense of familiarity. This means that each piece of work will /be given some form of feedback; we anticipate this to be within two days of receipt (either via e-mail or post, as discussed).

## **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:

- We will provide clear instructions with each activity so pupils (and home carers understand the task and expectations).
- Following our review discussions, we will adapt activities provided for pupils accordingly.
- We will use our expert staff – class teachers, who know each pupil very well – to plan personalised packs of activities for each pupil.
- We will liaise with home carers regularly (every two school days) to exchange feedback and updates.
- We will allocate specific times during the school day where a member of staff will be available for advice and guidance.

## **Remote education for self-isolating pupils**

As we are able to provide bespoke and personalised learning for each pupil, we are privileged to be able to cater for pupils who are self-isolating in the same way as those who are remote learning. For example, pupils who are self-isolating will be provided with packs of activities (5 x 30-minutes per day, with suggested 'reward' activities as also discussed) which will continue to nurture their specific learning needs and development.