

## **Remote Learning Curriculum Policy During Covid Restrictions.**

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### **The remote curriculum: what is taught to pupils at home**

If a child is required to stay at home then remote learning will be implemented for that period of time. In this situation, decisions on the content and delivery of the provision will be agreed collaboratively between the class teacher, the therapy team and parents/carers, with the aim of replicating the in-school offer as far as possible. Our pupils require high levels of support with engagement which makes remote learning a particular challenge. However, we are committed to delivering an ambitious remote curriculum offer, according to individual children's level of need, to ensure they continue to make progress.

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

A child'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. In the first day or two of remote or home learning, we will provide a selection of short activities for children to complete.

### **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?**

The content and delivery of the curriculum will be agreed collaboratively between the class teacher, the therapy team and parents/carers, with the aim of replicating the in-school offer as far as possible whilst understanding the high support needs of our children. Where possible children will have online face to face time with a Teacher or Teaching Assistant each day. Where possible children will also have online face to face time with the therapy team if this is part of their plan. The remote curriculum will be:

- be well- planned and well-sequenced enabling knowledge and skills to build incrementally
- include meaningful and ambitious learning tasks each day in order for children to make progress against their Learning Intentions
- include a wide range of good quality resources to support and structure learning
- have systems for checking, daily, whether the children are engaging effectively and whether parents/carers are both managing and happy with the provision

## 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 children broadly the following number of hours each day, as a minimum:

|                              |           |
|------------------------------|-----------|
| Primary school-aged pupils   | 2/3 hours |
| Secondary school-aged pupils | 2/3 hours |

## Accessing remote education

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

We will provide a range of resources and activities so that parents/carers are not unnecessarily challenged to provide technology support.

This will be reviewed and discussed with carers daily so that, if appropriate and possible to facilitate, some on-line, 'face-to-face' tutorials could be delivered.

### 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 children may not have suitable online access at home, or be able to access on-line support appropriately. If this is the case, we can discuss the following possibilities to decide which will best-fit each individual's needs and circumstances:

- Children will not take part in any online learning and a range of resources will be provided.
- It may be possible to send a laptop or iPad and charger home.
- We will agree, through discussion whether paper resources will be provided, or printed in the home, or a mix of the two.

## **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.
- Suggested practical activities (following discussion with parents/carers), which could include PE, cooking, gardening or art.
- 'Face-to-face' learning (if 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.

We know that our pupils rely on high levels of support 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 supported easily. Our review phone calls can discuss this and we can act upon feedback from parents/carers and pupils and amend planning accordingly.

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

Teacher or Teaching Assistant will speak to parents/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 the school 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?

Progress is measured, using **MAPP** (Mapping and Assessing Personal Progress)/**Assessment of Lateral Progress -ALP**, in the four key areas of: Independence, Fluency, Maintenance and Generalisation. These lateral measures enable children to embed and generalise skills and knowledge, rather than working through linear steps. Where possible we will continue to use this method of assessing progress. We will provide feedback with parent/carers via phone calls or video calls and discussions.

With every part of our remote 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.

## 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

We know that our pupils rely on high levels of support 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 supported easily. Our review phone calls can discuss this and we can act upon feedback from parents/carers and pupils and amend planning accordingly.

We will work with parents and carers 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 with parents/carers, 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 allocate specific times during the school day where the pupil and parent/carer have face to face or telephone time with a Teacher or Teaching Assistant for advice and guidance.

Due to infection control management protocol, our staff team will not enter the parental home.

## 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.