Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/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 document.

The remote curriculum: what is taught to pupils at home

Whilst accessing remote education, all students will still be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. 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, lessons that would usually require access to our Forest School area / sensory rooms etc are unable to take place, so alternative activities covering the same learning areas will be provided.

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 vary, depending on the needs of individual students. The Department for Education states that there should be a set number of learning hours per age group, as follows: 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7), 4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11), and 5 hours a day for KS3 and KS4 (secondary school up to age 16). The DfE said provision will include "both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently". However, within our diverse cohort, we recognise that this will not always appropriate. The DfE understands this and states that within SEN settings, 'teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school'.

Accessing remote education

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

The majority of classes will be accessing their remote education via Class Dojo. Students and parents have their own individual logins to access this platform, which is compatible with all internet enables devices. Work set via the platform may include links to other learning platforms such as Education City, Purple Mash, Poisson Rouge etc.
Students in KS3/KS4 at our St George's site will be accessing remote education via Google Classroom, which again may provide links to external platforms.

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:

- Laptop loans: Heltwate School has an allocation of laptops that can be loaned to students for use during lockdown. Please contact your child's class teacher should your child be in need of a laptop.
- Increasing data allowances on mobile devices. Heltwate School is able to request data allowance increases on some networks, via the DfE. Please contact Mike Nelson or Kim Phillips for further information, either via Class Dojo or calling the school office.
- Router loans: In some circumstances, Heltwate School may be able to request 4G enabled wireless routers for students if households have no internet access at all. Please contact Mike Nelson or Kim Phillips for further information, either via Class Dojo or calling the school office.
- Paper Packs: In some circumstances, it might be deemed appropriate to send home a 'paper pack' of resources home for students to access. However, this would be once all other avenues of providing remote education have been explored.
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How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:
- Live teaching (online lessons), for some students
- Recorded teaching (video/audio recordings made by teachers, or lessons provided by Oak Academy), provided daily
- PDF lesson slides, shared with students – in some instances, parents will need to be involved with talking students through these slides and addressing misconceptions
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, (Education City / Purple Mash)
- Pre-recorded Attention Autism activities/ sensory stories/ Speech and Language support

- Class 'meetups', to provide social interaction for our students as appropriate
- Virtual meetings with guest speakers, where relevant
- Individual targets, taken from EHCPs will be shared with students/parents/carers with suggested activities to enable students to make progress against these.

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?

- Pupils' engagement with remote education – We expect pupils to access remote learning daily and complete set activities to the best of their abilities. We recognise that students may have difficulty in engaging with all tasks as fully as they would be able to in school, however we are expecting some daily participation from all pupils.
- expectations of parental support – We expect parents/carers to be encouraging their children to engage with remote learning on a daily basis. This may include setting routines to support your child's education and providing on hand support with explaining tasks/organising resources. Some of our learners will need minimal support to engage with remote learning, whilst others may need constant adult input. We recognise that this isn't always possible, especially where parents/carers are working from home, and so we ask that you do the best that you are able to.

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

- Pupil's engagement with remote education will be checked daily by Class Leads. A record of activities completed will be kept and used to inform progress assessments via our assessment tool 'Earwig'.
- Where engagement is lacking, Class Leads will discuss their concerns with parents/carers during weekly welfare checks. If issues with accessing the remote learning are identified then steps, as set out previously within this document, will be followed.

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 pupils' work depends greatly on the cohort within each class. Work submitted via Class Dojo and Google Classroom will be marked and assessed in line with our Assessment Policy, whilst photographic and observation based evidence will be used in conjunction with our assessment platform, Earwig.

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?

Individual pupils self-isolating will still be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. However, there may be some differences as follows:

- Live lessons may not be able to take place as frequently
- Lessons that require access to in school resources, (such as beebots/specific iPad apps/sensory room etc) may not be mirrored exactly within the home learning set. However, alternative activities will be provided.