



## **Remote education provision: information for parents**

This information is intended to provide guidance to parents or guardians about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. Our remote learning plan has been developed with your individual children in mind and has been developed by teachers and therapists.

We recognise that there are many factors which may make it difficult for you to support your child with remote education. Our plan sets out what we will offer but does not place an explicit expectation on you or your child to engage and complete all work.

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

Pupils who attend Strathmore have very high levels of learning support needs which are met by the class teams within school.

The school ensures staff have the necessary training to understand and accurately deliver specialist strategies that are identified for individual children. Therapy programmes are inherent within pupils learning tasks which is achieved by a multi-professional approach involving professionals working alongside each other within the classroom to identify specific nuanced approaches to meet individuals changing learning needs.

It is neither appropriate or realistic to expect pupils to have the same level of support and input when learning remotely at home.

All remote learning programmes are devised by school and Therapy staff who know the pupils well. Staff use their experience of the individual child to identify activities and resources that are known to be motivating and approaches that are known to be successful. 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 learning.

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

Parents and guardians will be signposted to appropriate learning activities and resources linked to the school website and/or YouTube Channel. Specific resources may have been sent home with individual pupils. Individualised visual schedules and supports will be shared with families via email, post or drop offs, as available. We offer a range of visual supports to help your child understand the expectations of home learning, such as social stories, symbol or picture schedules. All families have had copies of Therapy programmes sent home. School will endeavour to provide as many resources and as much specialist equipment that individual learners require as is possible but this may require time to gather and distribute. Please note that when a whole class team is sent home to isolate, it may take a little time to organise the desired information and resources and parents should initially go to the home learning page on the school website as before.

## **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?**

- Remote learning will follow the curriculum areas from school and your child's EHCP targets. These targets are the ones that we agreed together at your child's last Annual Review, which in many cases are already designed to be worked on both at home and at school. However, we have needed to make some adaptations in some areas. For example, Lego therapy and other activities where group learning is specifically planned as part of social communication skills development, these cannot reasonably be delivered remotely.
- We will also send physical, and sensory activities home for daily use to you either in a physical form or on line if you have access to internet and tablets, or pictorial resources or activities in a written form (as appropriate to individual needs of your child). These will be linked to the EHCP and curriculum targets that we agreed at the last Annual Review with you and teaching staff.
- We will select topics to suit your child's needs and interests.
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## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

The government guidelines for the numbers of hours students should be studying each day at home are:	
Key Stage 1	3 Hours
Key Stage 2	4 Hours
Key Stage 3 and 4	5 Hours
Post 16	5 Hours

We expect that most Strathmore pupils will not be able to engage in independent learning for any significant periods. It is accepted that it would be unrealistic in most cases for families with children who have special needs to be able to support their child for these lengths of times.

- We will not be expecting you to replicate the Strathmore school day with your child when they are at home. We will not be setting generic 'hours of learning' per day.
- If you request, we can discuss with you what the optimum working time for your child might be at home. We need to have a balance of your child not losing skills and continuing to learn whilst also ensuring that your child is not becoming distressed by these demands.
- For some families, engaging in daily work at home is an enormous challenge and school is sensitive to your needs and the need to support your mental and emotional wellbeing
- We do not expect your child to be engaged in remote learning or for you to support when unwell.

## Accessing remote education

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

There are many different activities and ways that your child can learn from home. Discuss with your child's teacher to find out which ways are possible and best for your child and to ensure that they benefit from a range of experiences. As well as taking into consideration the equipment or support that your child will need it is also important to consider giving them a range of activities to develop their independent learning skills, self-occupancy skills and opportunities to work socially with others.

Sensory tasks. These can be especially beneficial if your child enjoys learning through sensory activities. They are also great for all learners, and their families, to have an enjoyable sensory break. Our teachers and therapists are able to guide you about how to create these activities, based on your child's areas of need. Learning guides and videos show you how to create safe activities out of everyday equipment, such as cornflour. We can also support with appropriate resources, such as Thera putty. We will share programmes and guidance about how to achieve the maximum educational and therapeutic value from these activities.

Educational internet activities and apps.

There is a vast range of motivating activities that your child can interact with to develop their skills and knowledge on any internet enabled device. Many of these promote self-occupancy and leisure skills. School can help select safe, motivating and educational activities.

School links to a variety of hosts including YouTube, our own website and those of other organisations e.g. BBC

### 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:

- Where pupils have specific learning devices assigned as part of their learning or therapy needs, these will be sent home.
- Where parents request, we will allocate devices that enable an internet connection (for example, routers or dongles) Weekly check ins identify where this may be the case and SLT will respond appropriately
- We recognise that your child may be unwilling to access or to learn from online learning. We have provided families with physical, sensory and curriculum resources including books, stationary and visual resources. In many cases these have been delivered home by school staff.
- We understand that you may be restricted by your hardware and that others in your household may need to use equipment. We appreciate that currently you may only be able to access the internet through your mobile phone, which makes it very difficult for your child to work on. If you are struggling to access online learning, please let us know so we can help
- Teachers are providing activities and tasks that only require simple resources found in a home and not reliant on any technology.

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

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

- recorded teaching (e.g. demonstration video/audio recordings made by school and Therapy staff)
- virtual session in real time delivered by class staff
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- delivery of physical resources, particularly those associated with sensory curriculum learning and OT
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## Online Safety:

- School is able to share web links with you regarding online safety and how to supervise and support your child when accessing the websites and apps; such as <https://www.parents.parentzone.org.uk/>
- Our online Safety Policy is on our website and gives clear information about keeping safe online.
- We can also provide social stories/ visual rules for your child on how to use the internet appropriately and pictorial information to support you with online safety

## 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?**

Parents understand how much support their children require to access learning at home. Our expectation is that the learning should be fun and engaging with the activities carefully chosen for individual pupils based on the class staff's knowledge and experience of teaching those children.

Programmes and schedules are provided for home use along with explanations and demonstration videos.

Where resources are suggested, easily accessible and cheap materials are suggested (e.g. flour) and learning resource packs are delivered home on a regular basis.

School expects parents to support and encourage their children to engage in the learning activities and to feedback to the class staff so that they may develop what is offered and provided

Please do speak to or reply to your child's teacher at least once a week. This will ensure that we can address any problems that arise and help us to fulfill our statutory safeguarding duties. Please do refer to our home school communication policy

Give feedback. Let us know what has worked well, what didn't and give suggestions on ways we could consider improving our remote learning offer.

We will send surveys for you to let us know your thoughts and share your experiences.

We value the important feedback we get from parents and continue to work together to imaginatively set learning tasks using your child's interests to ensure their engagement and learning

## Feedback

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

- Parents will receive a weekly check in with class teacher/school staff.
- Therapists may also contact parents less frequently
- Fortnightly drop-offs of learning activities & resources by SLT provide another opportunity for check ins.
- Where school has a concern, teacher will report to the SLT who may contact parents to discuss how to better engage the children in learning

### **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 on an individual basis but focussed on how pupils are engaged with learning activities or not and if they are making progress against their EHCP Outcomes

We welcome your written comments on your child's work plus videos, photos, screen shots etc. which we will be able to upload onto Earwig

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

Where individual pupils need to self-isolate the expectations of school and parents remains the same for the duration of the isolation period.