

EASTWOOD GRANGE SCHOOL -

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 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 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?

- We will send your pupils home with work packs, or deliver work packs to your home to be completed by children.

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 teach a similar curriculum remotely as we do in school wherever possible and appropriate. Consideration, however, will be given to the fact that we are a SEND setting and some children may find it difficult to settle naturally into a home learning environment. Support will be given in the weekly timetable, by therapists and Positive Behaviour Managers to address concerns and allow children a chance to discuss feelings around the Social and Emotional Aspects of Learning.
- We will make some adaptations in some subjects, where lessons are more practically based and where specialised facilities are required or where the subject matter is too complex for parents perhaps to complete in which case we would use zoom calls to pick up and support in the teaching process.
- We will ensure that the work is adapted to the child's needs, by looking at the type of learner they are, for example a drawn picture board story at a lower level to a written piece of work.
- We recognise the attention span of some children with SEND can be difficult, so sessions are provided in small easily achievable amounts that children can come out of for a rest/sensory break.

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:

Key Stage 2 Class	<p>40 minutes maths per day – (independent).</p> <p>40 minutes English per day – (independent).</p> <p>40 minutes topic - (history themed or geography themed 3 days), science (2 days) (independent).</p> <p>30 minutes PSHE/SMSC/RSE/SEAL/ Therapy or Positive Behaviour Manager check-in – 1 per day (independent).</p> <p>40 minutes creative (design themed or art themed dependent upon the topic) (independent).</p> <p>Subjects can be broken up throughout the day to meet the needs of the individual, and individual timetables will be provided.</p> <p>At 2.40 members of staff will provide a 50-minute zoom lesson for remote teaching and to provide tutoring for work completed. Different teachers will provide support on different topics – agreed through the timetable.</p> <p>4 hours per day</p>
Key Stage 3 Class	<p>50 minutes maths per day – (independent).</p> <p>50 minutes English per day – (independent).</p> <p>50 minutes topic - (history themed or geography 3 days), science (2 days) (independent).</p>

	<p>50 minutes PSHE/SMSC/RSE/SEAL/ Therapy or Positive Behaviour Manager check-in - 1 per day (independent).</p> <p>50 minutes creative (design themed or art themed dependent upon the topic) (independent).</p> <p>Subjects can be broken up throughout the day to meet the needs of the individual, and individual timetables will be provided.</p> <p>At 2.40 members of staff will provide a 50-minute zoom lesson for remote teaching and to provide tutoring for work completed. Different teachers will provide support on different topics – agreed through the timetable.</p> <p>5 hours per day</p>
Key Stage 4	<p>50 minutes maths per day – (independent).</p> <p>50 minutes English per day – (independent).</p> <p>50 minutes science – (2 days) (independent)</p> <p>50 minutes history/geography/ music/PE session (3 days, based on pupil options) (independent)</p> <p>50 minutes SEAL/PSHE/SMSC/Careers/RSE – 1 per day (independent)</p> <p>50 minutes Therapy or Positive Behaviour Manager/design or art themed topic (independent)</p> <p>Subjects can be broken up throughout the day to meet the needs of the individual, and individual timetables will be provided.</p> <p>At 2.40 members of staff will provide a 50-minute zoom lesson for remote teaching and to provide tutoring for work completed. Different teachers will provide support on</p>

	<p>different topics – agreed through the timetable.</p> <p>5 hours per day</p>
<p>Post-16 – Key Stage 5 (15 directed hours)</p>	<p>30 minute maths (Functional) (independent)</p> <p>30 minute English (Functional) (independent)</p> <p>30 SEAL (Life Skills) (independent)</p> <p>30 minutes PSHE/SMSC/Careers/Therapy/science check-in (independent)</p> <p>Subjects can be broken up throughout the day to meet the needs of the individual, and individual timetables will be provided.</p> <p>At 2.40 members of staff will provide 50-minute zoom lesson for remote teaching and to provide tutoring for work completed. Different teachers will provide support on different topics – agreed through the timetable.</p> <p>3 hours per day</p>

Accessing remote education

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

Children will get a 50 minute Zoom session on a daily basis at 2.40 - 3.30 – Monday to Thursday, delivered by different staff members on different days, so that different subjects are supported throughout the week.

Links to online learning Oak Academy, MyMaths and BBC Bitesize can be accessed on the next page and children will be directed to use it through teacher direction delivered via the school work packs that will be delivered to pupils house on Mondays.

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

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- The school will provide an Ipad or similar for a child to access online learning.
- For children who may struggle to access online support, members of staff are on call to do work drop offs to houses on Mondays and work pick-ups on Fridays to take work back for marking.
- This is also an opportunity for staff to do face to face well-being checks with children who are remotely working.
- Parents can contact the Head Teacher directly if they have any concerns about remote working at stuartlees@priorygroup.com

How will my child be taught remotely?

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

- live teacher interaction (online using Zoom)
- recorded teaching (e.g. Oak National Academy lessons) – Link: [Home - Oak National Academy \(thenational.academy\)](#)
- Internet teaching platforms (e.g. My Maths, BBC Bitesize) – Links: [MyMaths - Bringing maths alive - Home](#) , [Home - BBC Bitesize](#)
- printed paper packs produced by teachers (e.g. workbooks, worksheets, CPG Work Books and Study Books)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- access to online teaching for bespoke feedback and teaching
- online therapy or phone sessions

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?

- Children who are remotely working will be issued with a remote learning timetable with suggested timings for work to be achieved, though it should be noted that individualised breaks might be required. This will include a time slot for daily remote education.
- Expectations of parental support, e.g. settling routines to support your child's education
- Access to a suitable learning environment, e.g. a quiet space, table and pens

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

- Face-to-face welfare checks will be done on Mondays and Fridays alongside work drop offs and pick-ups. If issues are identified here, subject specialist or have a chance to pick this issue up during a phone call or Zoom meeting.
- There will be an opportunity at 2.40 on Monday to Thursday, for discussion and concerns to be raised, regarding engagement in lessons. Social and Emotional Aspects of Learning can also be addressed by Therapists and Positive Behaviour Managers.
- Different approaches to engaging children with different strategies for support can be discussed with parents during these meeting or via a phone call and during face-to-face checks.
- Aptitude, attitude and progress reports will be recorded as part of the schools Pupil Progress Passport recording procedure. For more information on this, please contact the school or e-mail samuellittlewood@priorygroup.com

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 that has been dropped of on Monday will be collected on Friday by members of Off-site support staff and returned to subject specific teachers. The work will be marked using the school's marking and feedback policy and procedures and different staff members, (dependent upon the subject focus for the timetable on the day); will give feedback on marked work and next steps, using the 2.40 Zoom call.
- Some learning platforms, such as MyMaths and Oak Academy that are provided as support, give immediate responsive feedback to work completed.

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:

- Weekly calls and face-to-face visits by the Off-site Co-ordinators, will help staff check in with parents on how they are coping with lesson support of their children. This will be fed back to specific departments where support is required, including the Therapy and Positive Behaviour Management Team, where it is thought there support will help.
- Suggestions for reviewing the timetable of lessons and offering work in a different way can be discussed with staff.
- Telephone and email access to therapists, Positive Behaviour Managers, class teachers and the SENCO will be available throughout the working week. Initial contact can be made by calling the school number: 01456 505995

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?

Throughout the Global Pandemic Eastwood Grange School has remained open for all of your children. Most children who attend Eastwood Grange are currently attending school. We do not plan to change the process as set out above and this should be seen as guidance for parents. However, we do understand that both teachers and parents are best placed to know and understand the limits of a young person's ability to participate in their educational timetable, in order to continue to make progress in all relevant areas of schooling linked to their EHCP. We do recognise that a young person's Special Educational Needs may affect their ability to learn at home, and allotted time with both therapists and Positive Behaviour Managers is included in the weekly timetables to address the Social and Emotional Aspects of Learning, alongside the daily Zoom calls with teaching staff.