

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?

Pupils will have whiteboards, workbooks, exercise books, worksheets and activity packs sent home. OT resources, sensory kits, communication or visual aids will also be sent home to support pupils with their online learning.

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 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, we will suggest particular websites or programs for PE or art. In some circumstances, curriculum offers taught remotely may vary.

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 1	N/A
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Key Stage 2	Pupils in key Stage 2 will have access to 15 quality hours each week. This will constitute of live lessons via Zoom, YouTube links and/or other educational online learning platforms. The weekly content will include; core curriculum, cross-curricular, active, and sensory, home/family fun/well-being and holistic curriculum (OT activities, speech and language games, and mindfulness). Not all of this will be online work. Sometimes a teacher will introduce a lesson and ask the children to continue the work off line.
Key Stage 3 and 4	Pupils in Key Stages 3 and 4 will have access to 20 quality hours each week. This will constitute of live lessons via Zoom, YouTube links and/or other educational online learning platforms. The weekly content will include; core curriculum, cross-curricular, active, and sensory, home/family fun/well-being and holistic curriculum (OT activities, speech and language games, ASDAN and mindfulness). Not all of this will be online work. Sometimes a teacher will introduce a lesson and ask the children to continue the work off line.

Accessing remote education

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

Progress School will use Zoom to support face to face online learning. We will support any work set by sending videos, voice notes or links to resources such as National Oak Academy from the teachers via email.

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:

We are unable to loan devices, such as laptops, tablets and internet dongles where connection to the internet is an issue.

Resources will be delivered to the family homes or where appropriate. collected from school.

If parents are struggling to access online learning, please contact the Head Teacher.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live teaching (online lessons.)
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers.)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets.)
- Packs of resources to support sensory diets, communication, TEACCH resources.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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 expect pupils to engage fully in lessons and tasks set. All our lessons will be purposeful and engaging.

We ask parents to support school with their child's education.

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

- Each student has a key teacher, they will contact the pupil on a regular basis.
- The key teachers will be working closely with parents to provide any support and assistance to ensure engagement.

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, pupil 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:

Teachers will be in regular contact with their pupils. The work will be marked and assessed and feedback will be provided regularly in order to address misconceptions and enable progress to be made.

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:

- All our pupils have Educational Health and Care Plans. Progress School will provide bespoke remote education packages for all pupils. We will work closely with parents to agree a way to support each student and their family.
- Support will be available from Teachers, Teaching Assistants, Behaviour Support Specialist, Occupational Therapist and Speech and Language Therapist as well as the Head teacher.

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?

Pupils will have equal access to the school curriculum offer however; this will be provided remotely so adaptations in lessons such as PE will be necessary.