

## **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?**

**Within the first 24 hours**, a member of Tor View School staff will make contact with you to discuss the situation, next steps and give you the opportunity to ask any questions or seek support. Where possible this will be the tutor, assistant or other familiar member of the staff team. We will have scheduled a meeting of some kind on the first following day using either a video call such as Zoom or FaceTime, or an audio-only phone call (Online). We would expect to be able to see or hear and interact with the student wherever this is possible, with parents/carers or guardians nearby for support if necessary.

**Within the first 48 hours**, we will have provided a Weekly Timetable that shows the variety of activities and schedule of students meetings with staff online. The document will be sent by email as it includes hyperlinks to selected websites and online platforms that have been subscribed to. The websites and online learning activities include activities that have been selected specifically for your child.

If possible, the student will also be provided with a pack of learning resources that are paper based. This will either provided at school (before departure), or hand delivered by staff.

## 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 different curriculum remotely to that which we teach in school. We are limited by the barriers that will exist between us and the pupils, leading to a narrower range of communication methods available. Interacting with us via messages, screen or telephone will be minimal, meaning that we will rely on parent/carer and guardian interactions to ensure that the student can access the activities provided. We will provide activities that relate to all aspects of the curriculum but some of these will have different intended outcomes. For example; PE/activity; this will be determined by resources, space and support at home. Cooking; at home, resources may be different to those at school. We would provide opportunities relating to food such as recipes, videos, activities about healthy eating etc.

We understand that parents/carers and guardians supporting students at home may find this difficult, so we will tailor activities to their needs to enable them to do the tasks independently if possible, but requiring minimal additional input from you.

## 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
Key Stage 2	<b><i>Hare Tor &amp; Doe Tor &amp; Hound Tor</i></b> 2 hrs
Key Stage 3 and 4	<b><i>Raven Tor</i></b> 3 hrs <b><i>Fox Tor</i></b>

	4 hrs
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## Accessing remote education

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

Class Dojo – Tutor message and praise/reward system

Maths and numeracy – [Mathletics.com/uk](https://www.mathletics.com/uk)

English and literacy – [uk/ixl.com](https://www.ukixl.com)

Digital skills – [Idea.org/uk](https://www.idea.org/uk)

### 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:

Depending on the resources already available at home; we will offer the following facilities;

- If Wi-Fi or 'Hot-spotting' on a mobile device with a suitable data allowance, we will be able to lend a school iPad.
- If this is not available, additional paper-based materials will be provided, either through postal services or hand delivered.
- An additional daily online meeting will be made available. (Telephone; Zoom, FaceTime or audio only). This is at the parent/carer and guardians discretion.
- Where possible, equipment, toys or other materials appropriate to students' needs may also be provided.

## How will my child be taught remotely?

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

- Live teaching (online discussions, mainly show and tell, reading together or Q&A)
- Interactive video activities such as Live video streams e.g. Joe Wicks (active) , Mo Willems (Art), Steve Backshall (nature)
- Recorded teaching (e.g. Oak National Academy lessons, where suitable)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils will have sent home to them
- Commercially available subscription websites supporting the teaching of specific core subjects. These include IXL, Mathletics, Class Dojo and IDEA.
- Humanities and PHSE subject project work and/or internet research activities.

## **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?**

The minimum engagement we would expect, takes into account the ability and nature of your child's Special Educational Needs and we believe is aspirational and achievable. With any less than this, we would consider this detrimental to the progress and development of your child's abilities.

As you will know, routine is essential for success and stability. The timetable should be shared with the student as soon as practical. Parents/carers and guardians will need to review the schedule first to determine the extent of activities that will be selected from the range. The online meeting/s are essential and not optional. If a more suitable time is required this will be arranged asap with the class teacher.

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

- We will expect to be able to either see or discuss the work that has been completed during each online meeting. This could involve the student or parent support showing any physical work evidence e.g. a drawing, photo or discussion with staff will be evidence that the student has engaged with the task e.g the student could answer questions relating to the planned content or read out some of their answers.
- If we have concerns about engagement with the work, we would call the parent/carer or guardian and discuss concerns and any useful strategies that could be put in place to improve 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, 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:

- Progress during a period of lockdown will inevitably be difficult to measure reliably, but all work would be collated and used as evidence to measure long term target progress.
- Short term progress with daily or weekly tasks will be monitored on a daily basis with verbal feedback. Discussion of how to progress further would be part of this. This will be supported by communication through Class Dojo, Certificates of Attainment from both IXL (literacy) and Mathematics (numeracy).

## **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 previous questions are in regard to the students at Tor View School who have and EHCP for SEND.

## **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?**

We would plan to provide a longer term plan that took into account the needs of the students as well as any support required by the parents/carers and guardians. We would work closely with parents/carers and guardians as well as any other support networks in place. To ensure that the most appropriate home study resources are in place. The availability of online learning involving face to face meetings (such as Zoom or Facetime) may not be available as frequently whilst the school remains open. Teachers and other staff delivering lessons on site would take precedent over the remote learning so may offer reduced availability for such meetings e.g 2 or 3 times per week.