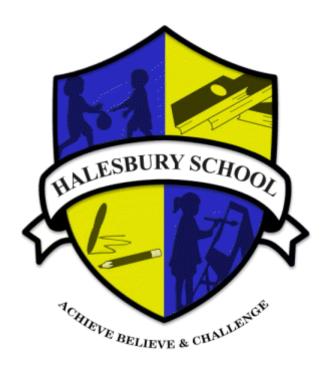# Remote Education Offer

Halesbury School

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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 if 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 be provided with the following learning opportunities:

Work emailed.

Work posted or delivered.

Directed to Websites.

Interaction through TEAMS or Google Classroom.

Welfare checks via telephone conversation

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 adapted curriculum remotely to that which we teach in school. Our pupils have complex needs which are catered for in school with specialist teaching and resources.
- Pupils at home and in school are connected for learning and socialisation twice a day for an hour.
- Curriculum areas taught include Maths, English, P.S.H.E, P.E., wellbeing, art and music.
- Pupils are sent work via email to download and complete.
- Pupils have access to all school paid Websites at home. Teachers will direct some aspects of their work from these websites.
- If the pupils cannot access the work due to printing the work is sent in the post or delivered to the pupil's homes.
- Those pupils who do not have access to technology are provided with school bought Chrome Books to use at home.

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:

Primary school-aged pupils	2 hours per day/ Two sessions one in the morning and one in the afternoon.
Secondary school-aged pupils not working towards formal qualifications this year	2 hours per day/ Two sessions one in the morning and one in the afternoon
Secondary school-aged pupils working towards formal qualifications this year	2 hours per day/ Two sessions one in the morning and one in the afternoon

Accessing remote education

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

- Pupils will access leaning through teacher initiated TEAMS lessons or within Google Classroom.

- Work will be emailed to pupils

- Paper copies of work and activities will be delivered or posted to pupils who do not have access to printers.

- Pupils will be directed to School Website subscriptions

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.

- Printed work packs are sent in the post or delivered to the pupil's homes – these include workbooks, worksheets and instructions for practical activities.

- Textbooks and reading books for pupils to use at home.

- Class teachers make weekly calls to each family to support wellbeing and remote learning.

How will my child be taught remotely?

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

- 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)

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- long-term project work and/or internet research activities – however, as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches.

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?

- Pupil participation is encouraged, however expectations are differentiated according to the complexity of pupil needs and family circumstances.

- Most of our pupils will need parent/carer support to interact with the staff and pupils during online learning.

- Most of our pupils will need parent/carer support to access paper based learning and other activities.

- Parents will be required to be responsible for the technology provided by the School

- Parents are expected to keep the school informed if pupils are to be absent from lessons by notifying the class teacher.

- We ask that parents needing more support with home learning communicate this to the class teacher. Parents will have regular opportunity to do this via email or during their weekly call from class teachers.

- Mare details can be found in our Remote Learning Policy on the school website.

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

- Expectations for engagement and interaction will be differentiated, based on the complex needs of the pupils.

- Parents are asked to return any paper based work pupils have completed at their earliest convenience, during their next visit to site or as new work packs are dropped off.

- Online work via Teams, Google Classroom and Class Dojo, as well as many other online education tools, can be monitored remotely by class staff.

- Parents/carers are emailed and called weekly to help assess engagement

- A record is kept by the teacher of interaction from home
- Where engagement is a concern, staff will telephone or visit the home to perform a visual well-being check

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:

In this section, please set out briefly:

- Feedback Via Teams or Google Classroom
- Work will be emailed, posted or dropped back to staff during doorstep visits

- Work will be collected from pupils in folders and marked. Kept as a record in school
- Many online education tools provide data on progress and engagement

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?

- Our School is a Special Needs provision therefore we adapt the curriculum to the pupils complex needs

- Staff continuously communicate with parents/carers and pupils to carry out welfare checks.

- If pupil engagement drops, staff will carry out a doorstep visit to speak to parents and pupils to find ways to re-engage the pupil in learning

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the way 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?

If pupils are self- isolating the same range of work will be provided outlined in the remote learning offer above in all other sections completed.