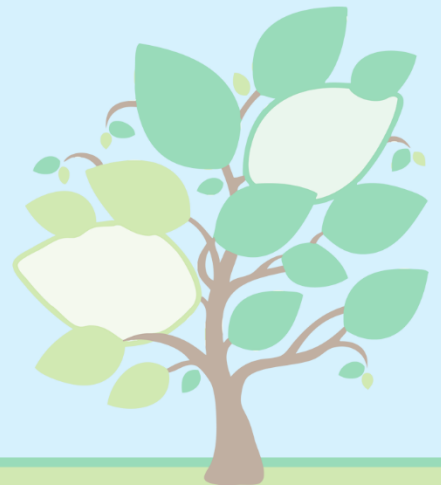


Forest Way School

Remote Education Provision: Information for Parents



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?

Work will be posted out within the first two days of isolation and will be linked to the individual IEP outcomes. Following this, lesson resources adapted from the weekly curriculum, will be uploaded onto TEAMS for children to access.

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 and for some pupils e.g.

- Work is modified for those who either cannot print off work or have requested paper copies.
- Sensory stories are put up on Teams and sensory boxes have been sent home to pupils that reflect sensory needs on a pupil's EHCP.
- Therapeutic sessions are recorded and added to Teams for parents to revisit and access. As the sensory curriculum relies on repetition there is not the same emphasis on amount of sessions but access to sessions that can be revisited.
- Where children are unable to access the work linked to their class topic, appropriate "life skills" tasks will be set e.g. cooking, gardening, self-dressing.
- Live sessions for EYFS and KS1 learners who are isolating at home will be kept to a maximum of one 'hello' session per week. This is appropriate for the cognitive ability of the learners in these Key Stages and ensures that these learners maintain a relationship with their class/class teacher.

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	<p>Due to the age and ability to access live sessions, paper copies of work is and upload work to Teams.</p> <p>Equivalent of 1-2 hours per day of work.</p> <p>3 videos per week from class teacher are uploaded to each class on Teams.</p> <p>One live 'hello' session per week to ensure engagement is maintained with children.</p>
Key Stage 2	<p>Work is and upload work to Teams equivalent to 2-3 hours per day of work.</p> <p>One 30 min live session daily including a range of Maths, English, Science, PE and Life Skills.</p> <p>Foundation subjects are replaced with holistic activities as wellbeing focus for those at home is deemed more important in addition to increasing engagement.</p>
Key Stage 3 and 4	<p>Equivalent work of 3 lessons per day are provided on Teams, as would be expected if pupils were in school (3 hours).</p> <p>A daily "live" registration/social & emotional session is provided.</p> <p>Work covers the entire curriculum at school – 3 lessons per week of Maths and English. One lesson a week of Science, Humanities, Art and Design,</p>

	<p>Food Tech, PE, PSHE, Forest Schools and RE.</p> <p>Pupils with PMLD have one sensory activity per day posted onto Teams with various resources posted to houses where appropriate. Physiotherapists and occupational therapists are working directly with families.</p> <p>Live lessons are not always appropriate for pupils in this key stage but for those who can follow it, live lessons are produced every other day.</p>
Post 16	<p>3 hours for all pupils plus minimum of 1 hour's life skills practice. For some pupils this may be practicing making choices or improving self-help skills, helping around the house or improving self-help skills such as taking care of personal hygiene.</p> <p>There are 1 to 2 hours of live lesson per day to access depending on the pupil's ability.</p> <p>For those students with PMLD one session per day is appropriate with an available bank of resources to revisit too if needed, e.g. dance massage, aromatherapy and sensory stories. Students have also been contacted by physiotherapist so they may have physio programs to complete at home too, if appropriate.</p>
The Den KS1	<p>A timetable of lessons are available online which links to the class timetable.</p> <p>3 x KS1 lessons per day.</p>

	<p>A daily phonics session videoed by the class teacher.</p> <p>1 x daily "live" lesson is provided</p>
<p>The Den KS2</p>	<p>A timetable of lessons are available online which links to the class timetable.</p> <p>3 x KS2 lessons per day.</p> <p>1 x daily "live" social/emotional/communication lesson is provided</p> <p>Opportunities for children to research an area related to their class topic</p>

Accessing remote education

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

Work will be uploaded on to TEAMS. Each child has their own log in detail provided. Completed work will be uploaded onto TEAMS or Tapestry for the class teacher to assess. If parents prefer not to use Teams, paper copies of all the work are posted every week.

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:

- For those families with no device or Wifi to access Teams, we offered an iPad / Wifi adapter in the first week of January which were delivered.
- For parents without printing facilities at home, work is sent out via post on a weekly basis.
- For parents without internet access can send work packs back into school for teachers to assess the work and provide feedback. Tapestry can be accessed on a phone using mobile data, where work or photos can be uploaded by parents.

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. tasks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Apps downloaded by the class teacher to Child's MS Team
- 'Class notebook' is set up for every learner on their MS Team

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?

Expectations for Pupils:

- If a pupil has a printed work pack, it is expected that pupils complete the work available to them during that week.
- If work is accessed through Teams, pupils should try to follow the work set for that week at the level that is most appropriate for them (work is differentiated).
- Live lessons are offered daily for those pupils who are capable of following them. All other classes provide daily register time on Teams and pupils are expected to log in to these where possible.
- Work set by class teacher should be uploaded to Teams or Tapestry for teachers to provide feedback.
- For those pupils who find accessing that amount of work difficult, it is expected that they engage in various life skills activities around the house that are passed onto the teacher.
- The exception to this is our PMLD students who are given a more 'pick and mix' approach to learning as we understand that not all the lesson ideas will necessarily be suitable for each individual due to a variety of sensory needs.

Expectations for Parental Support:

- Parents are expected to be willing to speak to teachers weekly to give information on their physical and mental health.
- Routines should be set up where possible, although it is acknowledged that some pupils struggle to access work at home due to clearly distinguishing between home and school. If this is the case, teachers will liaise with parents so learning can be delivered in a different format through practical life skill work.
- For pupils who do not have the necessary ICT skills, work should be uploaded to Teams or Tapestry, or posted back to school, for teachers to provide feedback.
- Parents where possible, to ensure pupils log on to Teams for class registers and activities as this provides socialization as well as maintaining contact.
- We encourage parents to give their young person tasks around the house that help to encourage independent living skills wherever possible and make this a part of their daily routine.

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

- Teachers check Teams and Tapestry at least every other day.
- A live lessons register will also be taken so that there is a record of who has participated each week.
- There is a weekly phone call from the class teacher to all parents, which is where any concerns about engagement would take place.

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:

- Feedback will be given to any work/photos that are uploaded on Teams or Tapestry.
- Feedback during live sessions will be verbal and instantaneous, as it would be during a lesson in a classroom.
- During weekly phone calls, we ask parents how much support the child received when completing the work to allow the teacher to plan appropriately.
- Feedback is given on any work that received back by the teacher. It is expected that feedback is given within 48 hours of the work being set where possible.
- Follow up calls will be made to the parent/carer about the work if required.

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:

In this section, please set out briefly:

- Work is differentiated appropriately to allow for progression and challenge, but also to ensure that it is achievable. It is varied and reflects what pupils would be covering at school.
- Sensory packs/boxes have been sent home to help PMLD pupils access their curriculum. Stories and activities are also available on Teams.
- Where a pupil has an Education, Health and Care (EHC) plan, it remains the duty of the local authority and health commissioning body to secure or arrange the provision specified in the plan (under section 42 of the Children and Families Act 2014). However, this may be more difficult while the pupil is at home. In these circumstances, teachers work closely with parents and outside professionals to ensure this happens. These decisions are considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach.
- IEP packs are sent home to help pupils achieve their termly/yearly targets based around the outcomes in their EHC plans.

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?

Work for self-isolating pupils would reflect what has been described above.