



Provision for remote education

January 2021

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.

The remote curriculum: what is taught to pupils at home

It is acknowledged that pupils at Pitcheroak School have an extremely wide range of needs and whilst some pupils will be able to independently access work provided or uploaded to dedicated areas of the school website, there are a large number of pupils for whom this will not be possible. Where appropriate, parents/carers may need to support their child to locate the activities and to check that they understand what is required. For pupils with higher support needs, activities will be described for parents/carers to engage their child.

As language and communication is such a key skill for all pupils, any activity that parents/carers can engage their child in, which promotes recognition/use of key vocabulary, particularly in social contexts would be beneficial.

It is also acknowledged that for many pupils, learning takes place mainly through practical activities rather than written tasks and achievements recognised through observation.

In designing and planning activities to support remote learning, teachers will take account of the above. Where necessary, written instructions will be provided in a format for pupils to access as independently as possible for example using Communicate in Print. Resources that may be suggested will, where possible, be ones that would typically be available in the home.

If pupils/parents/carers are unsure what is required for any task/activity please contact the class teacher via the daily email communication system.

If parents/carers have a specific requirement for resources that would be helpful within the home context for example symbols for communication, please contact the class teacher.

What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

All teachers have prepared a generic set of activities. Should restrictions be imposed where a cohort of pupils are required to remain at home, every attempt will be made to provide pupils with appropriate tasks on the last day that they are in school, where possible. Where this is not possible, materials will be uploaded to the school website on the first day of absence and a text message sent to explain how/where to access these.

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?

Schools are expected to give consideration to how they will continue to improve the quality of their existing curriculum via remote learning. With this in mind, the work provided will aim to reflect as closely as possible, the intended curriculum plans however, the style of delivery will be different (refer to section on page 5). Work/activities will be provided over the course of the week, in a range of different subjects. This will be uploaded to the respective class folder on the school website.

Teachers will aim to deliver explanations of any new content through high-quality curriculum resources or videos.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Due to the varying levels of attention and concentration of pupils at Pitcheroak School and in recognition that most pupils require support to engage in learning, a set time allocation is difficult to define. Teachers will take account of the differing needs of pupils and will use their professional judgement when designing and planning learning tasks.

The minimum daily expectation for remote provision suggested by the DfE is:

Key Stage 1 pupils	<ul style="list-style-type: none">• 3 hours a day on average across the cohort, with less for younger children
Key Stage 2 pupils	<ul style="list-style-type: none">• 4 hours a day
Key Stages 3 and 4	<ul style="list-style-type: none">• 5 hours per day

Accessing remote education

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

A range of online learning tools are used across school. Those relevant to each key stage and access instructions can be found in the Remote Learning section on the school website.

For many classes, the remote curriculum will include use of Microsoft Sway, accessible via the school's website. The benefits of Sway for pupils at Pitcheroak are:

- Familiar classroom routines/timetable can be replicated and followed in the home.
- Pupils can see and hear familiar staff talking/signing to them to lead them through routine activities using familiar resources (songs, objects, symbol cues etc).
- Sway allows for practical learning and demonstration of activities for parents to follow.
- Activities can be made accessible to pupils by incorporating Communicate in Print to support independent reading.

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:

Parents/carers are urged to inform school as soon as possible, if their child does not have online access.

School may be able to access a device and/or internet connection for your child to use, through government supported schemes.

As many pupils learn mainly through practical activities, it may be necessary to print materials. Parents/carers are urged to inform school if they have no access to a printer and school will endeavour to support by printing and posting materials where possible.

Pupil progress is important particularly to inform planning future tasks/activities therefore, parents/carers are encouraged to support their child to submit completed work, where possible or report achievements via the email communication system.

Further consideration will be given to how school can gather information about achievements and how feedback can be provided to pupils therefore more information will follow.

How will my child be taught remotely?

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

A range of different approaches will be used across school (blended learning) according to the age and needs of pupils and the subject area.

Some examples of remote teaching approaches that will be used include:

- live teaching (online lessons via Microsoft Teams)
- recorded teaching (video/audio recordings made by teachers via Microsoft Sway)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- personalised TEACCH resources for core subjects
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

How can my child access other support identified in the Education Health Care Plan (EHCP)?

Service:	Contact:
Speech and Language Therapy	If your child is known to the SALT service, please contact either: danielle.betts@nhs.net or a.crabtree@nhs.net
Behaviour support	Paula King via the school office: 01527 65576 or office@pitcheroak.worcs.sch.uk
Emotional & mental health	Hayley Whitehouse via the school office: 01527 65576 or office@pitcheroak.worcs.sch.uk
School health	whcnhs.ssn@nhs.net

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?

Whilst it is acknowledged that most pupils will require adult support to access and engage in any learning tasks, it is also acknowledged that the current coronavirus situation is creating additional pressures for families. School accept that a balance will be necessary in order to manage all demands, therefore request that parents/carers do what they can to support their child's learning. If parents/carers are experiencing difficulties in doing so, please contact school and we will seek to provide any assistance we can.

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

The government expectation is that teachers check, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern. There will be some activities that can be completed and uploaded for teachers to check however, given that for many pupils, learning takes place predominantly through practical activities, this will be more challenging. Given that most pupils will depend on their parent/carer to support them to access remote learning opportunities, we would expect parents to be aware of the level of engagement. School recognise that there will be a certain group of pupils who associate learning tasks with school and will be reluctant to engage in these at home. Where this is the case, teachers may be able to support with individual strategies to encourage pupils, recognise and reward their efforts.

Parents are encouraged to get in contact with their child's class teacher as often as they wish should they have any queries or to provide an update on their child's progress especially when core tasks have been achieved and require updating.

In addition, weekly keeping in touch (KIT) calls will be made to parents/carers to evaluate access to remote learning tasks, identify any additional requirements or difficulties.

How will you assess my child's work and progress?

Feedback can take a range of forms and for many of our pupils will not mean written comments for individual children. For example, use of key symbols or recorded messages may be more meaningful. Our approach to feeding back on pupil work is as follows:

Through weekly KIT calls to parents/carers, information will be gathered in relation to pupils' responses to remote learning tasks. For many pupils, immediate feedback is required in order for it to be meaningful. This will need to be given by the parent/carer supporting their child. It is therefore important for teachers to make clear what the expected learning outcome is, so that parents/carers can recognise and draw their child's attention to it. For these pupils, photographic evidence would be extremely useful to upload to the school's assessment tool (SOLAR). Parents are encouraged to take photographs to demonstrate achievements. These can be forwarded to class teachers who will upload them against respective assessment criteria.

In Key stages 4 and 5, where appropriate to pupil needs, they are required to return completed work either via Microsoft Teams or using their own school email addresses. Instant online feedback can be given (via Teams) or work marked using the school's marking policy and returned to the pupil.

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?

As a remote learning offer is being made available for each class, any pupil who is self-isolating will have access to these materials. Communication will be maintained with parents/carers and additional personalised resources provided as agreed through discussions.