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.

Intent

We are a Special Needs school and, typically, the pupils placed with us have had significantly disrupted educational histories**.** To this end we are determined to ensure that we continue to maintain the intent of our curriculum at all times whether delivery is face to face, remote or a blend of the two. Our aim is to inspire and empower every young person to flourish. To achieve this,

- Our work at Southover is underpinned by the principles of attachment theory.
- Our intent is to provide a curriculum and education experience that aims to:
  - ➢ *Reset for security*,
  - ➢ *Recover for wellbeing,*
  - ➢ *Rebuild for learning* and
  - ➢ **Relaunch for successful adulthood**

In response to our experience of provision under COVID-19 circumstances so far, we will ensure that implementing the curriculum includes planning opportunities to:

- establishing emotional confidence and resilience
- identifying gaps resulting from the lockdown and adjusting personalised curricula to bridge the gaps

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 sent home with workbooks to complete independently in the first instance. Reminders and guides for logging in to the remote learning platform and timetables with the expectation that on-line learning can start within a day or two

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. However, we have needed to make some adaptations in some subjects. For example, Key Stage 3 students who would normally be on the farm will have project work during those timetabled periods and science and technology practical lessons will now be virtual. On-site provision at the stables will still continue face to face with appropriate social distancing.

Remote Learning Curriculum Coverage January 2021

Subject	Courses
English	KS3, GCSE , Functional Skills, Entry Level, Post Entry Level Skills for Life, A Level English Literature
Maths	KS3, GCSE , Functional Skills, Entry Level, Post Entry Level Skills for Life
Science	KS3, GCSE, Entry Level and Entry Level Further Science
Humanities	KS3, GCSE Geography, GCSE History, Entry Level History
ICT/Computing	KS3, Functional Skills Entry Level, BTEC Level 3
Business Studies	A Level Business Studies
Art	KS3, GCSE Art, Arts Award (Bronze)
Photography	GCSE Photography, Arts Award (Bronze)
PE	Bespoke to each student – targeted at least active.
PSHE	Bespoke to each student
Cookery	KS3, BTEC Level 1 and 2 Home Cookery
Vocational Studies	BTEC Level 1 – Compulsory units, Motor Vehicle Studies and gardening
Drama	KS3
Music	Arts Award (Bronze)
Employability Through Horses	KS4
Nutrition	Skills for Life

What reading opportunities are available during Covid and how are we keeping reading alive for students participating in remote learning?

In order to facilitate this, opportunities will be provided within lessons for pupils to read around the subjects they are studying. Our aim continues to be that all students read often and extensively to broaden their vocabulary and improve reading and writing skills.

Curriculum areas will promote reading within their subject with a list of recommended fiction and non-fiction that students will be able to access. There will be a range of literature on offer which will help to stretch all our pupils. This provision will be monitored as part of our monitoring and review cycle. To further encourage our students they will be asked if they would like to write a review of their book.

For each book review that is approved by a teacher, the student will be awarded a £5 Amazon voucher. The more books they write and review, the more vouchers they can earn.

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:

Secondary school-aged pupils not working towards formal qualifications this year	4 hours
Secondary school-aged pupils working towards formal qualifications this year	At least 4 hours set work plus extra independent study time

Accessing remote education

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

We will continue to use Microsoft Teams with the normal log-on details and safeguarding protocols both remotely and in school.

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:

- Heads of School will have discussions with parents and carers regarding access. We will contact the placing Local Authority if necessary, to facilitate provision of laptops or tablets to pupils, and where possible, the school will lend devices to students.

- The same process will apply to devices that enable an internet connection (for example, routers or dongles).

- Where needed, printed materials will be posted or delivered by hand to pupil's homes.

- Pupils work will be picked up (where not posted to school) by staff for marking/feedback by teachers as necessary.

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

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 students to:

- Attend all timetabled online lessons as punctually as possible.
- Try their best in all their learning and co-operate with all members of staff.
- Focus on making progress.

- Complete and upload independent learning tasks on time.
- Follow the usual behavioural expectations of the school.

We expect parents and carers to support by:
- Encouraging hard work, good behaviour, regular attendance at online sessions and completion of learning tasks.
- Try to provide a suitable learning environment for your child.
- Keep in touch with your child's progress and behaviour by reading emails and newsletters and by attending virtual meetings with school staff.
- Let the school know if your child has any medical or other problem which could affect their school work or behaviour.
- Encourage your child to have a reasonable breakfast and get enough sleep.

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

- Daily Lesson Planning with outcomes will be monitored by Heads of School.

- Key worker notes – Daily notes outlining social, emotional and behavioural in addition to academic. Also contain information on SALT and OT targets. As well as monitoring of pupils' mental health.

- Head of School can access all 'classrooms' both for online sessions and to see assignments.

- SLT to meet weekly to review usage, safeguarding issues and for quality assurance.

- Heads of School and keyworkers will review with parents by Teams or WhatsApp

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, 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:

- Marked and assessed work to be monitored. Targets to be set when providing moving on comments to students during every session.

- Half-termly grades and end of term reports.

- Student self-reviews

Rewards

Our rewards system will remain in operation and pupils will still be able to earn points based on engagement and work done remotely.

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 on an individual basis based on joint identification of the need. We will also signpost and facilitate support from other agencies like Social Care.

Access to wider support services that children and young people would normally receive in school, such as therapy sessions.

- Regular Key Worker sessions, PSHE and social skills and communication sessions will continue on TEAMS

- We will continue with SALT, OT, Contact with Counsellor and other therapies, bespoke to each student through TEAMS, ZOOM, WhatsApp as agreed with parents and social workers.

- Annual Reviews, EHCP meetings, CIN meetings and other multi-agency meetings will continue as planned and will be carried out on TEAMS.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, they can still log on to TEAMS for their normal lessons given the very small numbers in our teaching groups.