

# **Remote education provision: information for parents**

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This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

## **A note on our primary education offer**

All pupils at Harbour School Dorset (HSD) are classed as 'Vulnerable' by the Department for Education (DfE). As such, HSD is open during 'Lockdown 3' for all of our pupils and education in school is our primary educational offer. We are committed to working with families and locality professionals to maximise school attendance.

However, we also understand that this is an anxious time for students and families alike and that the decision may be made for students not to attend school at this time. Where this is the case, we will offer a range of blended learning and will work collaboratively with families, putting in place reasonable adjustments as necessary, so that students can successfully access remote education.

## **The remote curriculum: what is taught to pupils at home**

A student's first day or two of being educated remotely might look different, while we take all necessary actions to prepare for a longer period of remote teaching.

HSD is committed to working with parents and carers to agree ambitious, yet pragmatic, approaches to supporting students with complex needs to access appropriate learning support when they are not in school. Furthermore, we consider - with extreme care - the impact of our expectations on parents and families. We recognise the difficulties that may be faced when providing help and support at home, considering individuals' needs and the needs of any siblings in the home.

We recognise that teachers and parents or carers are best placed to know how a student's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school or college.

Designing at-home learning and support for children and young people with EHC plans may involve a range of professionals and locality workers, to design or adapt interventions or learning materials. For example, it might involve designing a speech and language intervention that parents can deliver at home or adapting or selecting online learning materials.

## **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

HSD has an established Virtual Learning Environment available through MS Teams. MS Office 365 is a tool used across Delta Education Trust (DET) by students and staff alike and, as such, students are familiar with login details and workflow.

In addition to immediate initial contacts made by staff, to maintain student-staff relationships, the VLE will be used to provide meaningful and personalised learning opportunities to maintain student engagement with school in the first instance.

Students will also have immediate access to online learning through Accelerated Reader and MyON (Renaissance Learning), Mathletics, Soundtrap Digital Audio Workstation, Nessy reading intervention and other personalised online intervention programmes that are already in place.

All staff at HSD are in regular contact with parents and agreements are in place for all students who require physical work packs if they are required to complete learning at home.

## **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 aim to teach the same curriculum content as we do in school, where possible.
- We recognise that the time and support available to facilitate learning at home differs for all students and this is considered in discussion with families.
- We are committed to meeting the most significant needs first, including EHCP outcomes and foci detailed in Child in Need and Child Protection plans.
- The specific details of content to be covered, and method of delivery and receipt (including feedback), are determined on individual basis.
- SLT will work to ensure that staff timetables reflect the specific needs of their students and time will be allocated within directed hours to allow them to support students working from home specifically.

## **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 meet the needs of the students at home, without increasing anxiety or negatively affecting the wellbeing of students or families.

Expectations are determined on an individual basis and are agreed between families and the school.

The students at HSD have complex needs and HSD will continue to work with professionals and external agencies to meet these needs as best as possible, including EHCP outcomes and foci detailed in CiN and CP plans.

## **Accessing remote education**

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

Students and families can access MS Teams from any mobile enabled device. The school has applied for ICT support, as offered by the DfE, and has laptops available to loan to families where this may be a barrier to engagement.

For some students, it is not deemed to be in their best interests to access learning through MS Teams.

In these cases, work may be in the form of physical work packs collected from school, delivered during home-visits or delivered by mail or email.

## How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching
- printed paper packs produced by teachers
- textbooks and reading books pupils have at home
- websites supporting the teaching of specific subjects or areas, that are used consistently across the school
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- home-visits and engagement meetings agreed with parents to support progress towards EHCP outcomes and foci detailed in CiN and CP plans.

## 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' engagement with remote education will vary depending on individual need. These expectations will be determined in discussion with families.
- Teachers will support parents and carers when needed, for example, in setting routines to support remote education.

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

- SLT will work to ensure that staff timetables reflect the specific needs of their students and time will be allocated within directed hours to allow them to support students working from home specifically.
- This will enable teachers to check, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.
- Teachers will also adjust the pace or difficulty of what they are teaching in response to questions or assessments, including, where necessary, revising material or simplifying explanations more to ensure pupils' understanding.
- Subject Middle Leaders will monitor provision and engagement of their own areas of responsibility.

## **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 will always support maximal student engagement.

## **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?**

Broadly speaking, it will differ little and teachers will endeavour to offer learning opportunities as detailed in this document.

However, it should be noted that the school will consider carefully that families are likely to be experiencing heightened levels of anxiety at this time and we aim to support this need in the first instance.