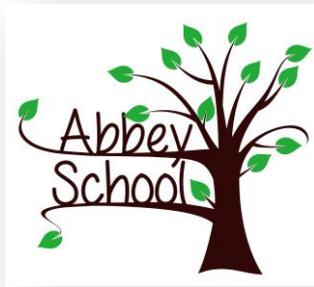




Providing Remote Learning –
Information for families.





Remote education provision: Information for Families.

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?”

Your child will be sent their weekly overview if planning. You will be asked if your child has their own electronic device to work from. If they do not have a device school will provide one during their isolation period. They are able to use their own device also. Your child will be able to access online learning at- http://abbeyschool.co/php/virtual_learning/

They will be able to access further personalised work through their Seesaw account.

“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?”

Your child will be taught from the same core curriculum as pupils physically in school. Some adaptations in terms of specialised curriculum equipment will be made and suggested through your child's personalised seesaw work. Weekly projects will be set for Food Tech, Design Technology and Art. Where pupils require specialised art material for example this will be provided in their weekly home visit.

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:

Due to the SEND needs of pupils we constantly monitor the personalised provision and adapt our practice in line with family life and pressures that having a child with disabilities has. Weekly family phone calls will specifically address any family concerns on completing home learning and every attempt to adapt to meet family needs will be made by the school.	
Key Stage 1 (class L1)	3 hours consisting on live reading focused lessons live mentoring time, weekly projects, daily tasks set via seesaw.
Key Stage 2 (Classes L2 to L5)	4 hours consisting on live lessons, live mentoring time, weekly projects, daily tasks set via seesaw.
Key Stage 3 and 4 (Classes L6 to U6)	5 hours consisting on live lessons, live mentoring time, weekly projects, daily tasks set via seesaw.
Key stage 5 (Classes Post 16 WAVEE)	5 hours consisting on live lessons, live mentoring time, weekly projects, daily tasks set via seesaw.

Accessing remote education

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

Every child is provided where needed with the relevant IT equipment this may be a laptop, ipad or cellular data card. Weekly family phone calls check whether the IT equipment a child is using is still fit for purpose followed with a half termly IT equipment audit.

“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:

Families are asked weekly about their child's access to IT and class teams act accordingly in providing any additional support including the loan of IT equipment. Half termly audits assess children's access to IT equipment and favoured ways of learning.

Where internet connection issues are expressed in weekly phone calls the offer of a cellular data card is made to families.

Where families are concerned about the length of time their child spends on an electronic device paper copies of weekly work are delivered to the family home. This work is set by the class teacher following the school curriculum.

Work from pupils is submitted through Seesaw, email and collected from the family home during weekly home visits. Staff use the school marking and feedback policy to respond with familiarity to pupils work.

“How will my child be taught remotely?”

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

- live teaching (online lessons, online mentoring time)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) <https://www.thenational.academy/>
- http://abbeyschool.co/php/virtual_learning/
- printed paper packs produced by teachers (e.g. workbooks, worksheets) delivered to the family home weekly where requested.
- textbooks and reading books pupils can have delivered also linked to <https://www.oxfordowl.co.uk>
- Websites requiring a pupil password such as Purple Mash, Oxford Owl, TT Rockstars, Lexia, Headspace, Seesaw.
- Weekly plans see example seen here. http://abbeyschool.co/php/virtual_learning/resources/2021-01-29-1611913404-610673-filename-Week-56-Project-board.pdf

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 consider our pupils needs and family at the core of our expectations and decisions. Abbey School is committed to providing every child with personalised learning opportunity whether they be physically in school or learning at home. This is due to every child having an EHCP which needs to be considered and work set aligned to the outcomes of this plan. Therefore it is imperative that staff work in co-production with families to ensure that children’s needs are continually met.
- We take seriously the mental health of both children and parents / carers during the weekly phone call and ensure that any changes suggested by families to engage their child in learning are addressed by the staff team.
- The schools online offer is extensive so that it allows for personalisation, choice and the ability to meet a wide range of SEND needs. Therefore pupils and families are given a choice on which learning platform they choose to use.

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

- Your child’s class team will continually telephone or meet vis teams/ zoom to check your child’s wellbeing needs and academic needs weekly. During this phone call you will be asked about the health of your child, whether you are experiencing any difficulties and given feedback on their academic progress that week in terms of engagement with their preferred learning platform.
- Your child’s EHCP will still go ahead this year albeit online the format of using a PATH approach will continue.

“How will you assess my child’s work and progress?”

- In line with the school marking and feedback policy we will continue to share feedback with your child. This will take the form of video, written and audio responses dependent on your child’s needs.
- During the class team / family weekly telephone call you child will be able to speak to a member of their staff who will give motivational feedback on their performance during the week.
- Due to work being personalised staff are still able to assess your child in line with the termly monitoring that is used in school.

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:

All the pupils at Abbey School have an EHCP plan which specifically states how their needs are to be met to achieve the best lifelong outcomes. Staff teams have weekly dialogue with families to ensure that these targets are still delivered and whether specialised equipment such as overlays, sensory toys are needed to be provided by school to ensure children continue to have their needs met.

Staff ensure they are flexible in terms of setting appropriate, personalised work that can be completed as independent as possible for those children who are learning at home.

We will continue to support the structure of home based activities with the opinion and views of parents/carers.

The wellbeing team are available for individual live sessions and home visits to support families in line with our usual practice.

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?”

Where a child is self-isolating as advised by a Medical Professional we will employ a range of strategies to engage them in learning. In consultation with families we will continually assess their situation and whether approaches need to be alternated given the latest medical advice. Where medical advice concludes that a child should remain at home yet their peer group is physically in school we will use the AV1 robot device. This device takes the place of the child whilst allowing the child to continue to interact with their peers and play a full part in the lesson. Backed up with teams we look specifically at the isolation concerns that a child who is shielding long term may experience.