

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.

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?

At SfiT, we will make contact with parents/carers and discuss how home learning could look for the pupil. We have dedicated members of staff to manage remote learning so this may not be the class teacher. It is likely that any work set in the first couple of days will be delivered through Class Dojo.

As well as contact from our staff delivery remote learning, you may receive a call from our SENCo. This will be to discuss your child's EHCP and how we can work in partnership to ensure how we continue to meet the statutory objectives described in the EHCP.

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?

At SfiT we teach a topic based curriculum and as far as possible we will try to set work which reflects the curriculum they would have received in school. Obviously, as a special school a significant part of our day is dedicated to therapeutic activities and we be asking parents to deliver these where they feel able. Our therapists will add generic activities to the school story on Class Dojo for parents and carers to try.

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:

Primary school-aged pupils	As all our learners have EHCPs we recognise the study time for each student will be different. We want each learner to feel challenged and make progress but this should not impact positive attachments at home. We will make contact with each parent/carer to discuss this and we can adjust the workload as students become more accustomed to learning at home.
Secondary school-aged pupils not working towards formal qualifications this year	
Secondary school-aged pupils working towards formal qualifications this year	

Accessing remote education

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

We will be using several online platforms to deliver learning. These are:

- Class Dojo
- MS Teams

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:

Please contact us through our main phone line 01626 244 086 if you have any concerns regarding access to online learning.

- We will attempt to lend laptops to families that do not have access to one, please note we have a limited number so please only ask if there are none in your home.

If there are internet connectivity issues our IT technician may be able to help. If you have no internet, we may be able to supply a dongle to get you on and support you in this process.

How will my child be taught remotely?

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

We will use a range of approaches shaped to meet the needs of each student. They may include..

- live sessions
- 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 (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 all pupils to engage in remote learning and the tasks set. We understand that delivering a special school curriculum at home may be challenging and please contact us at the earliest opportunity if you are having difficulties.

If your child is struggling to engage in home learning, please do not add pressure in the first instance. All students will struggle with the transition and we would not want to increase their anxiety. Maintaining positive relationships is at the core of our work and we would not want parent – child relationships to be negatively impacted.

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

- We would really like to see remote learners work and photos of their activities on Class Dojo. Class teacher will feedback through Class Dojo.
- Staff on our remote working team will message parents or call to check engagement and to get parent and child feedback on the work set on order to revise future assignments.

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:

Pupils will receive at least weekly feedback on their work through Class Dojo and MS Teams where appropriate.

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?

For students self-isolating we will try to provide education as described for all remote learners.