Haywood Grove School
Proud to be Special - Proud to be Different

Information about remote education at Haywood Grove School

Remote education provision: information for parents and carers

This information is intended to provide clarity and transparency to children and parents/carers about what to expect from remote education. This was originally made available when national or local restrictions required cohorts (or bubbles) of children to remain at home.

The remote curriculum: what is offered to children if they are at home

If a child is able to learn but is unable to access the school building, we are able to offer our **Instant** Remote Curriculum, which can be offered in a paper-based or on-line format. This is offered to children and families when there is a **foreseeable** short-term absence that impacts on the child's ability to attend school. This might include: industrial action days, when a child is at home when it is their Annual Review or when a child has a medical appointment at some point in the day and is unable to access the transport needed for them to come into school for the remainder of the day.

If it is anticipated that a child may not be able to attend school for a longer period of time, we are able to offer our **Freedom** Curriculum which provides up to a year's worth of learning and is available on-line (and in paper form if this is preferred). This is available to those who, for example: are unable to attend school due to emotionally based school avoidance, or those with a medical condition (such as a fracture) which means they are able to learn but are not able to attend school in person.

We endeavour to ensure that all remote learning opportunities are accompanied by regular check-ins with a familiar member of staff, either over the phone or via Teams. Where possible play therapy is also offered on this platform.

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

Should there be a need to offer remote learning more widely due to scenarios such as a lockdown, a child'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.

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 all times we endeavour to offer a curriculum that is broadly in line with what a child would be taught if they were in the school building. However, due to the nature of the needs of our children we make our offer bespoke to each child which may mean that we visit them

at home, take them out into the community or invite them into school for face-to-face learning if this is a viable option. This maximises the opportunities we can take to ensure that children engage with us as a learning community and therefore are less likely to become disengaged on return.

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 children a similar number of hours to what they would be in school. For all children this is from 845am-330pm on Monday to Thursday and 845am-1230pm on a Friday. We also recognise that without the structure of the school day children may find this length of day too much of a demand. It may also be unrealistic for our families. As a result we will work with each family individually to determine a realistic and robust plan.

Accessing remote education

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

The school uses Google Classroom as a digital platform and work is loaded onto this.

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 children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

- Issue laptops or tablets to children who we know will access learning in this way.
- We seek information from parents and carers about their requirements periodically, via a Survey Monkey survey.
- Printed materials will be provided according to need – these will be either sent in the post or hand-delivered depending on circumstance and capacity.
- Work can be submitted via the home-school link-book, via Google Classrooms, by post, hand-delivery or collection.

How will my child be taught remotely?

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

- Live individual teaching

- Live group teaching
- On-line teaching (pre-recorded and commercially available, either globally or via the school)
- Printed work packs produced by teachers
- Other learning materials sent home
- 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 all children to engage as best as they can. We expect them to try to follow the school routine so that on return to school they are not further disadvantaged. We are aware that not all of our children are able to access learning remotely and adjust what we do to cater for the needs of all children. As previously stated, this might include having some children in school (those who are most vulnerable and/or who find accessing on-line learning a significant challenge) and might include staff taking children out from the home into the community. All children undertaking remote learning will have regular check-ins with familiar staff.

We encourage our parents and carers to encourage their children to engage with remote learning and to follow a good routine. However, due to our children's significant needs we don't want this to be something that impacts negatively on their relationship with their child. As a result, we factor this in to what we offer to each child and family and form bespoke plans that alleviate unnecessary pressure.

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

School staff will check children's engagement on a frequent basis by speaking to the child and parents/carers. For some children this may be as often as twice a day and for others this may not need to be so frequent.

We work closely with all our families and lack of engagement has been a significant barrier for many of our children prior to coming to Haywood Grove. As such we formulate plans for children that maximise engagement. Nothing can replicate the experience of actually being in school however, we try our best to mitigate against the risk of non-engagement by providing bespoke opportunities.

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

Our approach to feeding back on children's work is as follows:

Verbal feedback to the child at regular check-in points.

Verbal questioning.

Returned work marked in accordance with school policy, if this has been recorded on paper.

Photographic evidence of achievement and attainment.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

It won't. All children who are not able to be in school but who are able to access learning are provided with remote learning that suits their needs and is realistic and robust. Whenever and wherever possible we want our children in school.