



Remote Education Information for Parents/Carers

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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 where national or local restrictions require entire cohorts to remain at home. This may also apply to times where a pupil is unable to attend school due to other health or wellbeing needs.

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?

The school website has a wide range of home learning activity ideas and video sessions available for parents and carers to use at home in the first day or two of pupils being absent from school. There are activities covering each area of the school curriculum, most of which require minimal resources or common items that can be found around the home. The activities cover a wide range of learning levels and can be adapted to suit your child's interests. The same activities can also be found on the Tapestry app
<https://www.cherrygardenschool.co.uk/home-learning-resources/>

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?

Due to the complex needs of our pupils and the highly individualised teaching which we provide in school, it is unfortunately not possible for us to provide the same curriculum via remote learning.

In school, the majority of our learning takes place through a play-based curriculum with individualised modelling and support from staff to extend the learning opportunities. Whilst we will provide opportunities for pupils to attend live lessons remotely for more structured group sessions, play opportunities will need to be set up and supervised by the parents/carers with the support and advice of the class teacher.

Remote teaching

Accessing remote education

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

The school will provide access to remote learning videos and activity ideas via the school website and the Tapestry app. The resources are replicated in both places so that parents can use whichever they feel most comfortable with.

Live video lessons will be accessed via Teams or Zoom.

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:

Where pupils do not have access to digital or online resources at home, we will send weekly paper resources and activity ideas via post.

We have a selection of internet passes, wifi routers and ipads which can be loaned out to families to facilitate online access. Parents can contact the school office to request this and a member of the senior leadership team will arrange for the resources to be made available.

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 (video recordings made by teachers)
- printed paper packs produced by teachers including bespoke activity ideas to meet your child's individual learning targets within the home, weekly activity ideas for play opportunities and printed communication supports (symbols, chat boards etc)
- parent language pack books with interactive resources to support learning.
- Bespoke play packs containing physical resources to facilitate sensory play at home.

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?

Due to the complex needs of our pupils, there are very few independent learning activities which will be possible, so parents/carers will need to be able to support their child with the learning opportunities provided.

The school understand that there are many factors which could impact on the ability of the family to provide this level of support for the whole school day, including other children in the home, attending to the child's personal care needs and illness of family members. With this in mind, we aim to support families to be as involved as possible in the remote learning, whilst being understanding of the challenges this might cause for them.

How can I provide feedback on the learning and request support?

Parents and carers are encouraged to upload examples of the learning taking place at home via the Tapestry app for the teacher to see. They can also provide feedback on their child's progress via email or the weekly phone call from school. This will allow a continued dialogue with families about the learning taking place, levels of engagement and which activities are working well at home.

Families can request support with the activities or the provision of additional learning resources through the class teacher or Parent Support Advisor.

Additional support for families

How will you work with me to meet the holistic needs of my child?

We recognise that pupils gain access to support from a wide range of professionals while in school and also that being at home for extended period of time may have a wider impact on the family and child outside of their learning needs.

Therapist support will continue via phone calls, video consultations and home visits as necessary. The class teacher will be able to refer your child for support in the same way as they would in school and you should raise any concerns with them. For example, if a piece of physio equipment is broken, or you need support in learning how to use your child's communication device at home. Any specialised equipment that is loaned to families must be agreed with the appropriate therapist, and relevant paperwork completed.

You will receive a weekly call from the class teacher or Parent Support Advisor. We will use this call to discuss progress and any areas of need, including pastoral support which might be needed for the family to manage this potentially challenging situation.

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 may 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?

If your child is self- isolating, we will endeavour to provide the same level of support as outlined above. Since this is likely to be for a shorter period of time however, the provision of physical sensory resources which would need delivering to the home may not be possible as this relies on additional staffing being available to facilitate this.

Home learning and online safety:

We often suggest websites, apps and software to parents to use with their children at home, either to aid their communication, as support for home learning or where children have been particularly motivated and engaged by something at school.

We use online forums such as Tapestry and TEAMS to communicate with parents and carers, share information and update them on their child's progress, as well as a way of facilitating on-line meetings, workshops and training opportunities.

We sometimes suggest the use of technology at home to support home learning, or when remote learning is needed when a child is off school for a longer period of time. Our use of technology and online resources is always careful and considered, and designed to add value to activities and support children's learning and engagement in activities in a clearly specified way.

We will seek to keep children and young people safe when using online technology outside school by:

- Appointing an online safety coordinator
- Providing appropriate training and support in home learning and tech for staff.
- Providing support for parents, where appropriate, to help them understand how they can best support their children and how to ensure their children access online resources and activities safely.
- Offering regular training to support families with individual personal online devices (phones, tablets etc), in order to install filters and manage parental controls designed to keep children safe when using the internet.
- Supporting and encouraging our children to learn simple e-safety rules and how to stay safe on line in an appropriate and relevant manner.
- Examining and risk assessing any social media platforms and new technologies before they are recommended for use at home by school.

Safeguarding is an important consideration in all we do, and this extends to home learning.

- Teachers use only official school email accounts and are encouraged only to use school equipment.
- We recognise that home learning may bring with it extra opportunities to be vigilant about safeguarding. For example, video conferencing can provide an insight into home situations. Safeguarding concerns are reported according to our policy.
- When engaging a child in home learning through a video call, we ask that a parent or carer is always present to support their child.
- Acceptable use policy guidelines (see our Online Safety Policy) apply equally with remote learning
- We ask parents to take an active role in the oversight of their children's learning at home.
- We initiate conversations with parents on the subject of access to technology at home to try to ensure equity of provision (see below).

We have chosen to use **Microsoft TEAMS** for video conferencing and calls. We use TEAMS for:

- Staff meetings, parents meetings, governor meetings
- Online workshops and discussions for groups of parents together with teachers or other professionals linked to school (speech and language therapists, nurses etc)
- Involving children at home with sessions in the classroom as a form of home learning where it has been deemed appropriate and the child's parents/carers have consented.
- Sometimes we may record a TEAMS workshop session in order to give other people access to the training information who could not attend the live session. When we do this, we always ask permission from all attendees at the beginning, and will only send the recording to parents who specifically request it.

Tapestry is our online learning journal. Parents and carers are given a secure sign in to their child's account, ensuring only they can access their own child's learning profile. We use Tapestry to:

- Provide an essential communication tool between school and home.
- Allow teachers to create (or adapt others') "activities" for children and their families to engage with at home
- Report on children's progress at school, sending home observations, photos and videos of children working at school for their parents and carers to see.

Parity of provision is an important consideration for online home learning, and we as a school do all we can to support all our families to access online learning material and support if they wish to.

- Older devices which we no longer use routinely in school are discretely offered to children for home use.
- Teachers engage parents in conversations about what is possible with tech at home.
- We have a named point of contact in school for parents/carers to approach over technical provision at home.
- Conversations with parents also touch on connectivity, broadband and payment plans. We are keen that vulnerable parents understand the implications of working with video files, for example, outside of an unlimited data plan on mobiles.