

## **Remote Education Provision: Information for Parents/Carers**

This information is intended to provide clarity and transparency to pupils and parents/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 learning opportunities are offered 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?**

Class teachers will make email contact with parents/carers on the first day of a pupil's absence with suggested learning opportunities which can be facilitated by parents/carers 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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects, to ensure your child/young adult can access learning opportunities and educationally based activities and tasks which have a limited financial outlay to parents/carers.

Many of the English and Communication and Maths and Cognitions suggested learning opportunities for your child/young adult are bespoke to their individual needs and abilities. Learning opportunities which link in to overarching topic themes are more generic.

### Remote Teaching and Study Time each Day

**How long can I expect learning opportunities provided by the school to take my child/young adult to access each day?**

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours
Key Stage 3, 4 and 5	5 hours

However, what is really important for our parents/carers to understand is that The Garth School acknowledges and fully understands the complexities associated with having a child/young adult with additional needs at home for extended periods of time.

Whilst the school actively encourages parents/carers and pupils to engage in home learning, the school is also conscious of the additional anxiety and worry this may cause parents/carers. In addition to this, the school is also fully aware that some of the pupils with autism 'learning' does not happen at home. 'Learning' takes place in school.

Parents/carers are supported and advised by the school to support their child/young adult to 'learn' through daily living and vocational skills, developing their independence and their communication skills. All of these learning opportunities from part of the recommended daily hours of remote learning.

## Accessing Remote Education

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

Class teachers will email through suggested learning opportunities on a weekly basis. Depending on the needs and abilities of your child/young adult, these will form a combination of online learning activities, paper-based tasks and activities and, where appropriate, learning through Microsoft TEAMS. Paper-based activities can be posted if parents/carers do not have access to a printer.

### **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:

The school has liaised with all parents/carers over recent months, to determine the pieces of technology available to children/young adults at home. Where it is needed, depending on pupil's abilities and needs, school has loaned either an iPad or laptop to pupil's who require this to access learning opportunities at home. If parents/carers still feel their child/young adult requires support with technology during extended periods of learning at home, they are encouraged to contact the school and requests will be facilitated.

### **How will my child be taught remotely?**

To best support your child/young adult, taking into account their bespoke needs and abilities, much of the suggested home learning will be emailed through to parents/carers in the first instance. Additional support is always available, with this being facilitated with regular emails or phone class with your child's/young adult's class teacher. Furthermore, if your child/young adult would benefit from some active online teaching through Microsoft TEAMS, this can be arranged through consultation with your child's class teacher.

## 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?**

The school would hope that all parents/carers engage with the suggested learning opportunities sent through via email.  
However, the school is also conscious of the additional anxiety and worry this may cause parents/carers. In addition to this, the school is also fully aware that some of the pupils with autism 'learning' does not happen at home. 'Learning' takes place in school.

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

The school is asking for parents/carers to add photos, videos and text to Tapestry, so staff in school can see how well pupils are engaging with the suggested learning opportunities at home.  
Class teachers are monitoring parents/carers access to Tapestry and contacting parents/carers via phone if there are any concerns.

### **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:

Class teachers provide regular feedback for pupils via email and on Tapestry.  
Members of the Senior Leadership Team also access Tapestry regularly and provide feedback in written form, prior to adding the posts online.

## **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?**

Class teachers will continue to email through suggested learning opportunities on a weekly basis and will also remain in regular contact if this is required.