

Remote Learning Plan

February 2021

Specific Aims:

- To outline our approach for learning for students who will not be attending school, due to Covid-19 related self-isolation or restricted access due to a National Lockdown.
- To outline our expectations of education staff that are working remotely or are self-isolating and are otherwise fit and healthy and will be able to plan, teach and carry out assessment.
- To outline our expectations of parents and families in supporting remote education.

The DfE *'sets out the principles and expectations for curriculum planning to ensure that all pupils are given the support they need to make substantial progress by the end of the academic year. The key principles that underpin our advice on curriculum planning are:*

- *education is not optional - all pupils receive a high-quality education that promotes their development*
- *the curriculum remains broad and ambitious*
- *remote education, where needed, is high quality and aligns as closely as possible with in-school provision*

Remote learning for students

The school will provide appropriate remote learning for students who do not attend onsite provision all week. The following points, outlines the school remote learning provision and offers some guidance given on the role of students, teachers and parents. Detailed guidelines have been made available to education staff and to parents/carers.

Pield Heath House School (PHHS) has used Government advice and has used the Educational Endowment Foundation as a basis for our approach to remote learning.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

When implementing strategies to support students' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged students
- Peer interactions can provide motivation and improve learning outcomes
- Supporting students to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and students

CURRICULUM AND TEACHING STAFF

The school recognises that there has been much disruption to student's education and we are committed to ensuring that all students continue to receive a quality education whilst learning remotely.

Our approach includes a blend of paper resources, online learning including, our website, virtual face-to-face sessions through Zoom and Google meets and resources available through E-learning platforms that the school subscribes too; such as HelpKizLearn, Oxford Owl, Discovery Education and Purple Mash.

As of the 22 February 2021, students who engaged in remote learning will attend onsite provision on a rota basis for 2 or 3 days. Most teachers and specialist teachers will be onsite to teach core subjects, Maths/Numeracy, English/Literacy, R.E. and PSHE/C. Remote video conferencing will therefore, for a majority of classes be reduced to two or three days. Some specialist teachers are onsite all week and it will not be possible for them to offer video conferencing sessions for students at home, they will, instead, provide students with homework in an appropriate format and as requested by parents. The framework below outlines the expectations for remote learning during partial provision.

ONSITE PROVISION:	5-days onsite provision	3-days onsite provision	2-days onsite provision
REMOTE LEARNING:	Therapeutic provision for specialist cases not attending onsite provision.	2 days remote learning	3 days remote learning
VIDEO CONFERENCING:	Therapeutic provision for specialist cases not attending onsite provision.	2-day timetable for video conferencing sessions on a 1:1 basis or in a group session; <i>only</i> when subject/specialist teachers are working remotely.	3-day timetable for video conferencing sessions on a 1:1 basis or in a group session; <i>only</i> when subject/specialist teachers are working remotely.
CONSOLIDATION HOMEWORK:	N/A	The following areas will provide homework for days that the students are learning remotely: <ul style="list-style-type: none"> • English/literacy • Maths/numeracy • RE • PSHE/C 	The following areas will provide homework for days that the students are learning remotely: <ul style="list-style-type: none"> • English/literacy • Maths/Numeracy • RE • PSHE/C
E-LEARNING PLATFORMS:	Suggested e-learning platforms should be used for remote learning.	Suggested e-learning platforms should be used for remote learning.	Suggested e-learning platforms should be used for remote learning.

The PSD lead has provided parents with a booklet and a visual timetable that can be used to support the development of Independence skills at home. The school recommends that students engage in activities to develop independence skills for the minimum of,

KS2	KS3	PH+	KS4	KS5
1 hour a week	1-2 hour a week	2 hours a week	2 hours a week	2-3 hours a week

Class Tutor:

The class tutor has the responsibility to contact families twice weekly and to have an overview of remote educational provision and wellbeing of the student. Where factors are identified the tutor is responsible of informing the Inclusion Team (so that a Remote Team around the Child meeting can be held to promptly address these issues and provide strategies to overcome them).

Class tutors in liaison with the subject specialist teacher must ensure that students have the necessary means to engage in effective remote learning.

Remote Therapy Services

Speech and Language Therapy:

Students at a specialist level will be offered remote therapy by the student's class therapist via video conferencing. Provision for students at a targeted and universal level will be determined on a case to case basis. In liaison with the class tutor appropriate support will be offered and where parents request therapeutic advice, class tutors will inform therapists who will follow up with an email, telephone or video call. The level provisions offered will be based on the needs of the individual, the clinical judgement of the therapist alongside discussion with parents.

Occupational Therapy:

To ensure that an equity of service is delivered to all whilst meeting clinical needs to a high standard remote provision for students at a specialist level, the OT will conduct a telephone OT review assessment, after which the appropriate OT program will be sent home. For students with highly specialist needs, offer a weekly telephone call or video call home to monitor and support family with implementing home programmes. For students considered at a Targeted level, their OT programs will be sent home and the class tutor will monitor weekly and feedback to the OT whether parents need support or not or whether student OT programs needs reviewing or not. For students at a universal level, class tutors will liaise with the OT if needed and parents will be directed to website resources, or be provided with generic programs to meet the needs of the student.

Special Support Assistants (SSAs):

Whilst working remotely or self-isolating, and who are well and are able to do so, special support assistants will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision. These projects will be communicated by their Class Tutor, or by the Middle Leadership Team, the Assistant Headteachers or Associate Principal and will be allocated on a case-by-case basis.

Family (student/parent/carers):

Where possible, it is beneficial for families to maintain a regular and familiar routine. Parents can request an appropriate timetable from class tutors. Pield Heath recommends that parents read and follow the 'Guide to home learning for parents' and 'E-learning platforms for remote learning' on the school website. For additional activities, encourage parents to continue to access the following e-learning platforms the school subscribes to. Passwords and usernames can be requested directly from class tutors.

ASSESSMENT OF REMOTE LEARNING

The DfE has set out the following expectation for assessment of remote learning,

- *Provide digital and paper-based learning enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.*
- *Remote learning should incorporate assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.*
- *During remote educational provision teachers are required to assess learning to the same standards as learning on site. Rates of progress made by students should not be impacted during remote educational provision.*

Teachers will actively seek feedback from parents/carers on progress related to known skills and short-term outcomes and directly linked to the activities, digital learning sessions and paper-based work provided for students. Teachers will record progress evidenced in online learning using digital platforms or during online individual or group Zoom lessons. They will provide a feedback form to accompany all paper-based activities where parents can record the students' progress towards specific targets. All progress evidenced during remote educational provision will then be recorded using the school's assessment package- The Pield Heath Assessment Framework.

The Speech and Language Therapist (SaLT) will monitor the effectiveness of remote therapy sessions and interventions. The SaLT will use a range of methods to ensure that all students' progress is measured and monitored.

Physical development outcomes be reviewed by the Occupational Therapist in line with their requirements for Occupational Therapy on their EHCPs. Reviews will take place via a telephone call to parents and/or email with parent /class teacher to monitor that the progress is on the right track.

Parents are encouraged to give teachers feedback on the students' progress in the way that is most practical for them to do so. This may be by phone call, email or by completing the feedback form and e-mailing it to the subject teacher. Any additional evidence such as photographs or video footage would be invaluable and added to our assessment records of the students' progress.

This approach was developed and used in Pield Heath House school, during the school closure and partial provision between March and July 2020. The plan was reviewed and updated in September 2020, January 2021 and February 2021.