



Remote Learning

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 conditions result in a parental decision to remain at home.

The remote curriculum: what is taught to pupils at home

Cromwell is fully committed to supporting pupils and families who have decided for pupils to remain at home during the national lockdown and during the high risk of the spread of Covid 19 in the population and associated health risks. Although not directly covered by the government remote learning requirements for mainstream pupils who are required to stay at home we will work with equal rigour to support our pupils' education.

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?

School will contact parents/carers on Class Dojo and by text as soon as:

- There is the need to self-isolate due to contact with a confirmed or highly probable (in the case where a pupil can't be tested but there is additional evidence suggesting symptoms are due to covid- eg family members are positive) case of Covid 19
- pupil attendance needs to be reconsidered in the light of a significant change of risk and/or government guidance.

On the first full day of absence a phone call will be made to establish the best way forward for home learning for each individual. This may include written or physical resources, online activities shared on Class Dojo, or access to an online learning platform.

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. For example, where additional resources that may be unavailable at home may be required and are not able to be easily or efficiently provided: eg additional art resources, musical instruments, scientific equipment. Where more 1:1 targeted learning can be better supported through a remote online platform.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Due to the individual needs of our pupils the number of hours per day varies according to each pupil. We would like all parents to aim to support their child with at least 3 activities/experiences and to address a 'home-friendly' IEP target but understand that this will not be possible or advisable for some pupils. Remote learning for our pupils is not covered by the general government guidance and is therefore flexible according to individual pupil need identified in discussions with parents/carers. The safety and sustainability of a positive home environment must always take priority. We intend that access to our remote offer will support a positive home environment by offering structure and engaging, motivating, learning activities.

Accessing remote education

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

Tasks will be set on Class Dojo

Interactive video sessions will be via Microsoft Teams

Pupils for whom it is appropriate will access Lexia and Symphony

Teachers will signpost additional websites where appropriate

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:

If your child cannot get access to online learning please contact school. We have a limited number of laptops and remote internet access devices to lend to families where necessary. Alternatively paper or resourced based activities will be provided as identified in discussions with parents.

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 (e.g. video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. 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
- physical resources – for example 'box tasks', multi-sensory equipment
- home friendly key skill IEP targets with exemplars

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?

Each child will have different needs that should be discussed during individual phone conversations with school staff but generally we highly recommend optimising the amount of structure in the day. School's basic online structure is two lessons in the morning and one in the afternoon- supplemented by other work tasks set on dojo or through paper-based resources.

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

A register of those engaging in online taught sessions will be kept by teachers, which will then be collated and monitored by Heads of Department.

Where a lack of engagement is identified, HoDs and/or class teachers will contact families to see if there is any additional support that can be offered. These conversations will be logged on the school's welfare system.

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:

Individual teacher responses to work sent in, by message, email, or on Class Dojo.
Celebration of achievement assemblies.

Weekly telephone feedback.

For those using online learning platforms, immediate feedback is given from the system, and teachers regularly review reports generated to plan next steps.

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 individually due to family/community based contact, how will their remote education differ from the approaches described above?

Home learning packs will be sent home including paper based learning and/or physical resources as appropriate, and access to online learning platforms signposted where appropriate. Lessons taught online will be less possible due to the need for teachers to teach full classes, however where possible resources for these lessons will be sent home. Occasional online contact will be sought to maintain interactive contact between the pupil and school.