



Our vision



Waverley School

Remote Education Provision: Information for Parents

January 2021

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 (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 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 on the first day or two of pupils being sent 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?

General information will be shared via the whole school page on Class Dojo to keep families informed. During the first couple of days of a new period of home learning, families will be sent a plan via the class page of class dojo and be allocated a key worker from the staff team who will make contact with them. Pupils may be sent home with some relevant learning resources or these will be dropped off to you at your home by a member of staff during the first couple of days.

- We teach a different curriculum remotely to that which we teach in school. For example, certain activities may not be possible to be delivered online given the needs of our pupils (for example, big physical activities or activities requiring resources which cannot be sent home).
- The focus of our online learning sessions is to:
 - Offer teaching and learning activities relating to key individual targets for each pupil
 - Demonstrate activities and strategies which we use in school so parents can learn how to do these and how to support their child's learning (eg using symbols, carrying out physio programmes). The expectation is that families would continue to work on these activities at other times outside of the remote sessions.
 - Provide teaching of key skills in priority areas – communication, physical development, cognition and learning and personal, social and emotional development
 - Provide activities which lend themselves to online sessions.

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 pupils broadly the following number of hours each day:

EYFS + Key Stage 1	<p>A daily live online session with the allocated key worker from school, with the expectation that families will continue to work on the activities outside of timetabled sessions.</p> <p>A daily activity posted on Dojo for families to do themselves.</p> <p>Any additional activities which are requested by individual families.</p> <p>Loan of specialist equipment (for example walking frame, standing frame) so these activities can be incorporated into the child's day.</p> <p>Remote input from Therapists – PT, SaLT, OT by appointment.</p>
Key Stage 2	<p>A daily 20-30 minute live online session with the allocated key worker from school, with the expectation that families will continue to work on the activities outside of timetabled sessions. Sessions linked to pupils' EHCP targets where possible.</p> <p>A daily activity posted on Dojo for families to do themselves.</p> <p>Activity boards added to pupils portfolios on Dojo where requested.</p> <p>Any additional activities which are requested by individual families.</p> <p>Regular wellbeing phone calls via key worker (between 1-2 a week)</p> <p>Loan of specialist equipment (for example walking frame, standing frame) so these activities can be incorporated into the child's day.</p> <p>Remote input from Therapists – PT, SaLT, OT and Music therapist by appointment.</p>
Key Stage 3	<p>A daily 30 minute live online session with the allocated key worker from school, with the expectation that families will continue to work on the activities</p>

	<p>outside of timetabled sessions. Sessions linked to pupils' EHCP targets where possible.</p> <p>A daily activity posted on Dojo for families to do themselves.</p> <p>Activity boards added to pupils portfolios on Dojo where requested.</p> <p>Any additional activities which are requested by individual families.</p> <p>Regular wellbeing phone calls via key worker (between 1-2 a week)</p> <p>Loan of specialist equipment (for example walking frame, standing frame) so these activities can be incorporated into the child's day.</p> <p>Remote input from Therapists – PT, SaLT, OT and Music Therapist by appointment.</p>
Key Stage 4 and 5	<p>A daily 30-45 minute live online session with the allocated key worker from school, with the expectation that families will continue to work on the activities outside of timetabled sessions. Sessions linked to pupils' EHCP targets where possible.</p> <p>A daily activity posted on Dojo for families to do themselves.</p> <p>Activity boards added to pupils portfolios on Dojo where requested.</p> <p>Any additional activities which are requested by individual families.</p> <p>Regular wellbeing phone calls via key worker (between 1-2 a week)</p> <p>Loan of specialist equipment (for example walking frame, standing frame) so these activities can be incorporated into the child's day.</p> <p>Remote input from Therapists – PT, SaLT, OT and Music Therapist by appointment.</p>

Accessing remote education

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

Class Dojo – information sharing on whole school page, activities posted on class page, individual messaging between class teachers and families.

Google Meet – for all meetings and remote learning sessions.

Youtube – for recorded sessions and activities.

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:

- We can loan devices for pupils and their families to use at home to access remote learning – this has been offered via Class Dojo to all families. Contact Deniz at the main school if you would like to make a request.
- For pupils who do not have internet access at home, we will organise this – contact Deniz for this also.
- Staff will deliver resources, symbols, paper resources to families which are needed for the online sessions.
- Pupils and their parents can share photos/videos/comments of their child's learning via Class Dojo (personal profile). This is a secure way of sharing this information with school staff.

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. Waverley youtube channel/Class Dojo and links posted to other appropriate recorded sessions you can join such as soundabout or singing hands).
- printed paper packs produced by teachers (e.g. symbols, laminated activities)
- all resources needed for the online sessions will either be everyday items families will have at home or school will deliver the resources needed.
- any specialist equipment can be provided for home use – please let the class teacher know and they can arrange this (eg standing frame)

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 that pupils will engage with one live session per day. Staff will be as flexible as possible to timetable this at an appropriate time for the family.
- Given the age and needs of the pupils, we recognise that a parent/carer will need to support the child to engage and participate in the session. You will need to sit with your child and support them throughout the session.
- Families are supplied with resources they will need for the activities and asked to gather some everyday resources they have at home – the key worker will explain what is needed for each session.
- Parents/carers can enhance their child's learning by continuing to work on the activities and strategies demonstrated during the online sessions.
- We expect that families will utilise the other relevant recorded activities posted on Class Dojo.
- Families can post any photos/videos/comments regarding their child's learning on their Class Dojo personal page to share with school staff.

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

- Each pupil has an allocated key worker who is responsible for running the daily sessions. This also provides a daily opportunity for a wellbeing conversation with the family.
- Key workers complete a weekly 'update sheet' detailing the learning of the pupil, well-being of the family and any concerns. This information is gathered and analysed on a weekly basis and any actions taken. Any adjustments to learning activities are then addressed by the class teacher and shared with the key worker.
- Staff are directed to contact a DSL immediately with any safeguarding concerns or if they are unable to make contact with a family. This is followed up immediately by a DSL.
- Senior Leaders regularly monitor engagement of pupils with home learning and follow up on this when concerns are identified.

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

- Given the age and needs of the pupils, feedback is instantaneous and provided by the key worker leading the remote learning session.
- Key workers also evaluate each session and feed this information back to the class teacher so work can be adjusted or new activities provided. This happens on a weekly basis.
- Parents can contact the class teacher at any time by calling school or sending a private message on Class Dojo.
- Senior Leaders monitor the quality of remote learning sessions offered and the learning taking place.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

- We recognise that some pupils may find it very challenging to access remote education, even with the support of their parent/carer.
- If possible, we will enable these pupils to attend school for 1 day per week.
- In these cases, we will use the live sessions to teach strategies to the parent which they can apply at a more appropriate time.

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?

- Individual activities will be provided following consultation with the parent/carer. These will be shared via Class Dojo.
- For pupils who are classed as Clinically Extremely Vulnerable (CEV) who have been out of school long-term, they will follow the above remote learning offer as far as this is possible in terms of staffing.