Remote Learning Policy

Clarity Independent School

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Written by Debbie Hanson

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Overall responsibility for Quality Assurance in **Clarity Independent School** rests with the Head Teacher:

Debbie Hanson, Head Teacher

Remote Education Provision at Clarity Independent School
Information for parents

This information is intended to provide clarity and transparency to pupils and parents or care-givers about what to expect from remote education. We may use this if the school is required to close temporarily, e.g. following guidance from local or central Government, or a pupil needs to isolate at home due to having an infectious disease or is unavoidably unable to get to school, but is still well enough to learn. ***Please note, there is no longer a <u>statutory</u> duty to provide home learning for pupils not attending; however, schools are asked to consider providing remote learning in such cases. We will do our best to provide as much continuity of the curriculum as possible during your child's time of absence if they are well enough to learn at home.***

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?

All classes: Pupils should be able to log onto Teams using their logins provided by their keyworker at school. These will be provided by email to the child's parents, or by phone to the parent or pupil. Work is set on Teams or by email, for lessons as soon as possible after 9.30am. Keyworkers are available to call pupils back to help log on or need other help. Please call the school office to request a call back message to be passed onto a keyworker.

Children are taught and provided work for lesson 1 (9.30 - 10.15), lesson 2 (10.30 - 11.15) and Lesson 3 (11.15 - 12.00). Older children will also have an additional lesson between 1pm and 1.50pm. There will be one more informal lesson in the afternoon which is usually set by email to complete at your own pace, which we try to keep practical, e.g. a practical cooking activity, garden activity, art activity, pupils' own choice e.g. walk or bike ride, or own project (children enjoy sending their photos of their activities into school.)

Keyworkers are available during the afternoons for wellbeing calls with children / parents / care-givers of children who have not managed to log on or want to have some support with work that has been set on a 1:1 basis.

In addition to the above, French classes are on Monday afternoons at 1pm via zoom for those who have booked in. German and Spanish are also provided at this time. Your keyworker will arrange this with you on zoom.

Wellbeing sessions are arranged via zoom on an individual basis at individual times, as is SALT therapy. OT will be put on hold until you can meet the therapist face to face but you may be able to continue your exercises at home, subject to resources and ability.

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 will aim to teach the same English, Maths, Science and Humanities curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects. For example, it will not be possible to conduct experiments in Science, so this will need to be more theory than usual, although you may be able to watch your class completing the experiment at school and join in through discussion. In English, we may need to make work less taxing and work at a slower pace, since it is more difficult to differentiate work closely to children's needs online than it is in person.

Across all subjects, we may need to cover less depth to the curriculum and work at a slower pace until you are back at school. This is because:

- It takes much longer to deliver lessons online or on the phone than face to face, so we find that we cannot cover as much material.

- We also find that it is more challenging for students to stay focussed when working remotely or on the phone, as peer interactions and a working atmosphere and culture are more difficult to foster when working online in different locations.

- There are likely to be more distractions when working remotely.

- Children with SEND and / or SEMH can often find extra challenges, such as feeling more isolated, lonely, out of routine, struggling with the change, social difficulties such as a difficulty understanding the mute facility / taking turns to speak / speaking much more slowly to be heard clearly / having to be patient with internet / connection difficulties.

We will do our best!

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:

Key Stage 2, years 2-6	9.30 - 10.15 = 45 minutes
	10.30 - 11.15 = 45 minutes
	11.15 - 12 = 45 minutes
	Afternoon activity at own pace = 1 hour

	Keyworker individual one to one sessions to catch up / for further explanation of work and further practice / One Plan interventions and therapies = 45 minutes
	Total: 4 hours
Key Stage 3, Years 7-9	9.30 - 10.15 = 45 minutes
	10.30 - 11.15 = 45 minutes
	11.15 - 12 = 45 minutes
	1 - 1.45 = 45 minutes
	Afternoon activity at own pace = 1 hour (could be French, Spanish or German on Mondays or another subject Tues to Thurs)
	Keyworker individual one to one sessions to catch up / for further explanation of work and further practise / One Plan interventions and therapies = 1 hour
	Total: 5 hours

Accessing remote education

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

All pupils will access lessons via Teams, zoom or on the phone with their keyworker. The method of accessing the work / lessons will be shared with the child's parent or the pupil by phone or email on the morning of the day's absence. Keyworkers will call parents / care-givers if the child has not logged in or responded by 9.45am to support access. Keyworkers conduct wellbeing calls during afternoon for children who have been unable to access lessons via Teams / zoom or for other reasons.

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 does not have internet and access to a laptop all day at home within the school hours, we may be able to offer a school laptop to be collected by parents / care-givers, where agreed according to the school's e-safety policy. Additionally, contact can be made through on the phone teaching and sending work via email for the child to complete, scan and email back.

In times where absence is for only one day, or has been at short notice, or without notice, it not be possible to send laptops home, unless parents / care-givers can come to the school and collect them. Resource packs can also be provided for children to take home / parents / care-givers to collect, which contain everything a child would typically need for a lesson (pens, pencils, paper, colouring pencils, white board and dry wipe pen, ruler etc.) Please return all materials back to school when you return. As a last resort, work can be printed out at school and posted via Royal Mail to children who do not have access to internet, a computer, a printer at home and cannot get to school to collect materials.

Work is submitted by pupils via Teams, or via emailing scanned / photographed, completed work back to the school. Keyworkers print this out and stick it into the child's school book so that progression can be seen through the curriculum when he child returns to school.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Live teaching (online lessons via Teams, Zoom or phone calls)

- Individual sessions on zoom (pre-arranged and only where EHCP plans necessitate)

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- Printed paper packs produced by teachers (e.g. workbooks, worksheets)

- Textbooks (e.g. Pearson and Kerboodle) and reading books (e.g. Fiction Express) pupils have at home or online

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

A message for our pupils: Since we have provided a thorough remote education package and tried to make this as accessible and flexible as possible for all children, based on their individual needs, we would like every pupil to try to engage in some way. It will help you to feel part of the school community if you actively engage in the activities and tasks we are completing together online, and this will help you not to feel isolated.

If you feel lonely or afraid, it is important to speak to someone and get help. Your keyworker can be available on the phone before lessons start in the morning to help you log on and join in. You can call them on 01245 408 606 and Susie will give them a message to call you back. They are also available during the afternoon to talk to you and encourage you, or to go over work you may not have understood fully or if you need extra practise. They are available to talk to you and listen to you if you are feeling sad too. It is really important to use these resources to get the most out of remote learning, until we can all come back to school every day again.

A message for our parents and care-givers: In order to achieve as many children as possible logging online and participating in the school community tasks, and to prevent children from feeling isolated if they need to stay at home, we will need parents and care-givers' support. We recognise the vast part parents and care-givers play in helping and supporting their children to access learning online and stay focussed throughout, and are very grateful. Tips like keeping to your child's usual term time routine and medications, keeping to the daily school timetable, using a 'first' and 'then' approach to learning time and down time / play time, will most likely be very useful for parents / care-givers to follow during this time your child is off school. Thank you for all your support, we couldn't do this without you!

A message for everyone: from Youth Mental Health Ambassador. Dr Alex George has shared his 'top five tips' for young people's good mental health and wellbeing. This is live on the Department for Education's _YouTube channel_. He recommends:

1. Get outside! Getting some daylight really helps lift your mood.
2. Exercise! A run / walk / bike ride increases blood to the brain and endorphins (happy hormones)
3. Phone a friend! Or your keyworker!
4. Eat well! Make sure you have 3 meals a day at the usual times, including 5 portions of fruit and vegetables each day.
5. Good routine: Sleep and waking to regulate your mood and give you quality sleep.

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

We will call you in the morning if we haven't heard from you or your child by 9.45am, to help them login online or sort any issues they may be having. If this involves a longer solve, your keyworker will call back in the afternoon so that they can spend more time with you and be available for as many children as possible at school during the morning lessons.

Where we have not heard from you or your child, we have statutory duties to record attendance, so will need to get hold of you to check your child is ok and the reason for their absence. We therefore ask that you contact us as early as possible on the first day of absence to explain why your child is not 'attending' online learning, so that we can record their absence accordingly, for example, they may not be well enough to learn at home that day.

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 working at home. For example, whole-class feedback or quizzes marked automatically via digital platforms, verbal feedback and peer marking are also valid and effective methods, amongst many others. Our approach to feeding back on pupil remote working is as follows:

Your work will be marked by your keyworker or the class teacher and photographed and emailed back to you where appropriate. If your work is completed on the computer, your teacher will email marked work in another colour for feedback. You may also be given oral feedback over the phone or written separate feedback via email.

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, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and care-givers to support those pupils as much as we can over the phone, using more time in the afternoons for more in depth explanations if possible.

Written by: D Hanson

Head Teacher

Stay safe!