

Remote education provision: information for parents

Information about your remote education

As you are all aware our aim is to continue with the weekly testing of pupils and twice weekly testing of staff in order to stay fully open as long as possible.

Many of the pupils are attending school. However, we have been working behind the scenes on the plan for remote education provision in the event of a closure, in order to ensure the offer for those pupils currently at home is of a high quality should we have to close for any period of time going forwards.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require pupils to remain at home for extended periods.

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?

At Magdalen Court School, the Class teacher, Subject Leads and the Nurture Practitioner (for those pupils on transition/re-engagement plans) will contact parents/carers and discuss how home learning could look for the pupil. It is likely that the work set for the first couple of days will be delivered through Google Classroom, with informal contact and rewards via Class Dojo.

The Teaching and Learning/Intervention Lead, SaLT and Reading Interventions Lead will work in partnership with the staff team and yourselves to support. For example – interactive Social Skills group work and guidance on staying Emotionally Resilient.

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?

As far as possible we will try to set work which reflects the curriculum they would have received in school. Our Teaching and Learning/Intervention Lead and Speech and Language Therapist will also add supportive resources on Google Classrooms, such as "Think Good, Feel Good", and resources to support parent/carers at home. Interventions will carry on being delivered remotely, where possible. Other help and support will be available for specific difficulties that arise and are brought to our attention.

Remote teaching and study time each day

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

As most of our learners have EHCP's we recognise the study time for each pupil will be different. We want each pupil to feel challenged and make progress, but this should not

impact positive attachments at home. We will contact the parent carer to discuss this and we can adjust the workload as pupils become more accustomed to learning at home.

Accessing remote education

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

We will be using several online platforms to deliver learning. These are:

- Google Classrooms
- Class Dojo – informal approach and rewards
- Weekly whole class tutorials via Zoom
- Zoom video - Welfare calls (Carried out by Nurture Practitioners, or another member of staff known to the child)

How will my child be taught remotely?

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

We will use a range of approaches shaped to meet the needs of each pupil. They may include

- Weekly class tutorials using Zoom.
- Recorded teaching (video/audio recordings made by teachers).
- Printed paper packs produced by staff, should your child need them.
- Textbooks and reading books provided, for example those linked to DEAR and the accelerated reader programme.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches).
- Art kits and other resources to support subjects.

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 Home Learning Environment

When communicating online through video call, staff and pupils are entering each other's personal space. Staff have been given guidelines on how to manage this. Students must ensure that where video contact is made with a teacher, they are appropriately dressed and in an appropriate space: personal/ private information should not be visible. There should be a parent/carer present for the duration of the call.

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 most pupils to engage in remote learning and the tasks set. We understand that delivering a specialist school curriculum at home may be challenging, so please contact your Class Teacher or Nurture Practitioner at the earliest opportunity if you are having difficulties.

If your child is struggling to engage in home learning, please do not add pressure in the first instance. All pupils will struggle with the transition and we would not want to increase their anxiety. Maintaining positive relationships is at the core of our work and we would not want parent/carer-child relationships to be negatively impacted.

We will ensure that your child continues to have a sense of belonging by being part of the community via weekly newsletters and pre-recorded achievement assemblies on Fridays, where we announce the pupils who have received individual achievement certificates, Kindness nominations and the weekly Kindness cups.

The emotional and mental wellbeing of pupils is a priority and the Teachers will work closely with the Teaching and Learning/Intervention Lead, SaLT, and Nurture Practitioners to provide bespoke support in this area.

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

- We would really like to see remote learners work and photos of their activities on Class Dojo which we use daily in school. The Class teacher and subject leads will feedback through Class Dojo.
- The Class Teacher and Nurture Practitioners will work together and message parents or call to check engagement and to get parent/carer and child feedback on the work set in order to revise future planning.

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, among many others. Our approach to feeding back on pupil work is as follows:

Pupils will receive at least weekly feedback on their work through Google Classrooms and Class Dojo, where appropriate.

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 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 carers to support those pupils in the following ways:

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but most 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?

For children who are self-isolating, we will continue to provide daily resources, as we do currently for those who are shielding. These may be a combination of Google Classroom, Class Dojo communication and other resources, but not usually recorded videos. We will continue to check in with the child to ensure their wellbeing.

Safeguarding

Safeguarding remains everyone's responsibility. Staff have been trained how to spot safeguarding issues and how to report these, and this applies when we're learning remotely just as it does when on site. If you have any concerns around safeguarding, you should report them to one of the safeguarding leads as detailed below.

Safeguarding Lead: Amanda Cox a.cox@magdalencourtschool.co.uk

Deputy Safeguarding Leads: Kim Mead k.mead@magdalencourtschool.co.uk

Sylvia Kerambrum s.kerambrum@magdalencourtschool.co.uk