

# **Princes Primary School Remote Education Offer**

## **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?**

On the first two days following pupils being sent home, teachers will send home each pupils updated One Page Profile, which includes key information and up to date short term targets that the child is working on in school. With these targets will be suggested ideas and activities for the pupil to complete, with help where appropriate from parents and carers.

The class teacher will phone parents and carers on the first day for a chat about remote learning expectations and the priority being the well-being and regulation of the child.

## **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?**

Our aim is to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations, prioritising the well-being and regulation of our students.

Teachers, supported by learning support assistants, will provide learning opportunities using work packs, activity sheets, videos and online systems. Staff will also advise parents on strategies and activities for each individual child, as well as providing physical resources to home where appropriate. These could include physical or sensory equipment, visuals and communication aids.

For some of our classes and students where appropriate, we will utilise class video calls using school secure systems. These video calls would be regular and could include chances for children to see their peers as well as more structured chats that could include songs, wake up shake up, and attention autism. We will also run our regular Signing Hands club virtually.

## **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 our adaptation of our curriculum, and the challenges it presents in delivering remote education to SLD pupils, we have no minimum expectation on the number of hours children are expected to work; we have made the well-being and regulation of children the priority. We will help parents with strategies for regulation, and make sure teaching staff and leadership are in contact with parents regularly, and help parents ensure their children can access our suggested activities wherever possible.

## **Accessing remote education**

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

We will provide any online remote education through our communication system Class Dojo, and where appropriate Google Classroom. Our class video chats will take place through either Google Meet or Zoom.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

If a child has no digital or online access at home, we will loan them either a laptop or tablet if appropriate, and provide activities for the pupil at home.

If they have no online access, we can in some circumstances provide a SIM card provided by the government for use at home, or apply for parents mobile phone data to be boosted through the government scheme.

School will print and provide any printed materials needed and either hand deliver or post them to parents.

## **How will my child be taught remotely?**

Our remote teaching offer will include:

- live video chats and sessions, including attention autism, music, signing, and chances for children to see their peers
- recorded teaching from class staff
- printed paper packs produced by teaching staff
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- providing physical and sensory resources used in school to home
- regular phone calls with teaching and leadership staff where appropriate, with a focus on the child's mental health and well-being

## **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 parents and carers to work with us to ensure the best possible chance is given to the child's mental health, well-being and regulation, which is our priority. We aim to keep in regular contact with parents, and have an established monitoring system in place.

### **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 our parents at least once a week and our teachers will likely be in message contact via Dojo daily. We will call two or three times a week for those with previous safeguarding concerns or LAC/CIN/EHAT. Teaching staff are aware of what support is available and our Pastoral Lead is well placed to act on any concerns raised.

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

Any feedback on pupils work is likely to be strategies and encouragement around well-being. Where appropriate for some of our pupils, teaching staff will communicate feedback to parents either via Class Dojo or Google Classroom.

## **Remote education for self-isolating pupils**

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

The approach will be largely the same, although class staff may be less available during the school day due to the need to teach the rest of the class in person. The same support, strategies and activities will be provided, they may just be sent home at different times of the day.