



## The Wildings

### Remote education provision: information for parents

This information is intended to provide clarity and transparency to young people and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts to remain at home. However, due to the needs of our young people we will endeavour to continue to remain open in line with government guidance throughout periods of lockdown.

For details of what to expect where individual pupils are self-isolating or where families have chosen for young people to stay at home but school remains open, please see the final section of this page.

#### **The remote curriculum: what is taught to young people 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.

Within the first 24 hours of young people being asked to stay at home, you can expect a telephone call from the school, checking whether the home learning preferences you have shared with us are still accurate.

We will then work to implement an individually designed package of home learning that is as closely aligned with your preferences as is possible. The design of this package will depend upon the information you have shared with us and will take into account:

- Their home-learning set-up – availability of PC or laptop for online learning, availability of printer, availability of individual adult support, etc;
- Their individual learning needs and style – including how long they are able to successfully engage with formal learning; their preferred methods and modes of learning;
- Their individual curriculum pathway and how far they have progressed on key assignments to date and any 'catch up' that is needed;
- The family's needs in terms of daily routine and structure; ensuring that the learning we provide is conducive to and supports a calm and positive home environment, and does not create additional / unhelpful pressure.

Each family's key educational contact is an assigned keyworker, who is the young person's Champion. They are the first point of contact for any questions on a young person's educational provision; they monitor work set, mark work which is returned, maintain regular contact, and provide remote educational support where needed by phone or by email or by platforms such as google classrooms.

#### **What should my child expect from immediate remote education in the first day or two of young people being sent home?**

The school will be able to email work to you for the first two days of young people being sent home.

If you do not have access to email or a laptop at home, we can post this home as a paper copy.



### **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?**

This will depend entirely upon your preferences and the individual designed package of learning that is devised around these.

For some young people, it will be appropriate for this to include a full curriculum. For others, it may include selected subjects of individual interest or importance. Some students may be able to access learning on google classrooms alongside peers; others may find this uncomfortable and prefer to complete learning tasks at home without virtual teaching.

Home learning packages may include any combination of the following elements:

- Regular contact from champion by email; some young people need the structure of the day gone through by the champion on the phone or by google meets;
- A suggested daily or weekly routine;
- Personalised lesson-by-lesson learning plans and resources which are sent home and which include options for online learning and extension activities;
- Live virtual teaching using google classrooms;
- A choice of format: families can opt for work to be sent home by email, or printed and posted in hard copy;
- Stamped addressed envelopes provided so that completed learning activities can be returned to champion and feedback provided;
- Phone calls home to monitor learning – up to twice daily;
- Work sent home on a more frequent basis – up to daily;
- Attending school on a personalised basis where needs cannot be met at home;
- Home visits by colleagues, to keep a sense of personal connection;
- Advice and activities from the Thrive Practitioner and Therapeutic Mentors;
- Providing and dropping off resources to allow projects such as model making / gardening/woodwork to be experienced with the support of their parents/carers.

In addition to this system of educational planning, support and monitoring we also have a parallel system of welfare-based calls and visits running alongside this for all our young people.

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

The recommended guidance is as follows:

KS1 – 3 hours a day on average

KS2 – 4 hours a day

KS3 and 4 – 5 hours a day

This depends on the young person's individual needs and your situation as a family.

This will be agreed for each individual young person between you and your child's champion.

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

We recognise that some young people may not have suitable online access at home or may prefer to learn with paper-based materials. Therefore we are very happy to provide learning materials in paper format.



### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We recognise that each family's situation is different; some families will be in a position to provide individual learning support to their children; in other families, for example where there are siblings at home or where parents are working, this will not be possible. Although all of our young people have additional needs, they will each require varying amounts of adult support to complete learning tasks. We will work with you to take this into account when we prepare their individual home learning package.

We would ask that you communicate as much as possible with your child's champion with regard to how much support you can provide, so that we can tailor our planning and approach with this in mind.

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

We monitor each child's engagement through your feedback, the quality of the work they produce and return to us, and their engagement with us by phone, email and virtual lessons.

Our liaison with you will be ongoing and we will make you aware if there are concerns.

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

We will provide written feedback on work that is returned to us, and verbal feedback during virtual lessons.

### **Remote education for self-isolating young people, or times when families have chosen for young people to stay at home but school remains open**

Where individual's 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 young people both at home and in school.

In this situation, home learning packages may include any combination of the following elements:

- Regular contact from champion by email;
- A suggested daily or weekly routine;
- Personalised lesson-by-lesson learning plans and resources which are sent home and which include options for online learning and extension activities;
- A choice of format: families can opt for work to be sent home by email, or printed and posted in hard copy;
- Stamped addressed envelopes provided so that completed learning activities can be returned to champion and feedback provided;
- Advice and activities from the Thrive Practitioner and Therapeutic Mentors;

### **Who should I contact if I have any questions with regard to my child's home learning package?**

Please contact your child's champion in the first instance.