

The Cavendish High Academy

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 or have been asked to self isolate due to a close contact, 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. We recognise that some pupils and students within our school may not be able to access remote education without adult support, and for some pupils unwanted behaviors may escalate through prolonged use of IT equipment.

- Bespoke learning packs either paper based or online will be made available dependent on need
- Use of information provided on termly overview and on your child's IEPs to inform daily activities that support the development of independence

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

This may include,

LFD - MFLD - UFLD - FEDS

- Sending pupils home with workbooks to complete independently
- The provision of bespoke learning packs either paper based or online
- Activities and resources appropriate for your child's learning pathway (remote learning, online learning, work packs etc)
- IT accessibility will be addressed through DfE initiatives and laptops or other IT devices will be distributed according to level of need and availability of devices etc.
- Phone discussions with parents to develop an individual approach to your child's learning needs

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?

Class learning tasks are set using the overarching curriculum theme for the term. This is called the 'termly overview', the theme is the same for both in-school and home learning. Tasks are set for learners across each of the departments (LFLD, MFLD, UFLD & FED).

We will broadly teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may have to make some adaptations in some subjects dependent on the department, learner and level of need of the pupil. For example; tasks and timings may be adjusted to incorporate behaviour management strategies within the home, or, in the first instance, develop tolerance and resilience to remote learning.

LFD (Lower Flexible Learning Department)

LFLD the class teams will support student learning using either Google Classroom or paper-based work packs, differentiated to meet the needs of individual students. Both students in school and those accessing remote learning will be using the same curriculum. Class Teachers will use either Google Meet or the chat function via Google Classroom to offer support in accessing learning tasks or to provide tasks that meet the targets set out in students Individual Education Plan (IEP).

The class teacher will make regular contact (twice weekly) with individual parents to offer direct instruction and differentiation of tasks set.

Depending on the needs of the individual students and their families the class teacher will hold twice weekly Google meet sessions to maintain the progress towards expanding peer groups and socialisation outcomes set during transition to the academy. Students will access pre-recorded video sessions provided by the teacher to support engagement in individual lessons. This may be further supported through email correspondence with some parents where needed.

Laptops will be provided for those students who do not have access to suitably technology to enable them to access remote learning. Parents will be supported by weekly welfare calls in addition to a weekly email whereby they are updated on the week's work, and offered the opportunity to ask questions, share ideas or express concerns.

MFLD (Middle Flexible Learning Department) UFLD (Upper Flexible Learning Department)

All students in the Middle and Upper FLD department will access the same curriculum offer whether accessing remote learning or in school learning. All students will use prior knowledge of the school Google drives to access remote learning using Google Classroom. The usual curriculum offer will be followed and the class teachers and/or teaching assistants will provide more bespoke learning tasks and/or differentiation of the tasks set, tailored to meet individual

student needs.

Some home learning lessons or activities will be supported in the form of games, worksheets, activities or visual resources appropriate to support home learning. We may make adaptations to some resources in some subject areas to facilitate home learning, taking into account what may or may not be readily available in the home.

All students will be offered Google Meet sessions provided by the class teacher. The 'Google Meet' sessions will offer different opportunities to play social games or access other social opportunities that are intended to support pupil mental health and well being in addition to supporting EHCP targets.

Parents will be further supported by twice weekly welfare calls where they are offered the opportunity to ask questions, share ideas or express concerns regarding lessons and support. Parents will be further supported through email and additional phone calls where additional support is required.

FED (Flexible Engagement Department)

We will deliver the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some areas due to the wide variety of needs that need supporting by our pupils:

- Zoom weekly meeting (following initial discussion with parents to their preference of communication)
- Twice Weekly phone calls/ Twice weekly emails logged on Arbor and Isolation sheet (this is dependent on Parental preference stipulated in the initial phone call)
- Weekly bespoke work packs based on Individual learning pathway
- Once a week email attached to the bespoke learning packs
- Additional help may be offered with individual pupil behavior support, this will be determined on an ad hoc basis and led by the school behaviour lead Claire Boyd (claire.boyd@chs.academy)

Remote teaching and study time each day

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

This is wholly dependent on circumstance and the student in question. For students with SEND, teachers and parents are best placed to know how individual pupils needs can be most effectively met to ensure they continue to make progress when they are not in face-to-face education. We recognise that some students with SEND may not be able to access remote education without adult support.

Co-production with parents and carers continues to be essential during this time. We have regular collaborative discussions with our families regarding provision & home learning during this period. Through discussions with parents of pupils with SEND, we know that many pupils struggle with online learning for long periods therefore a different offer may be required (work packs, project work etc.)

Teachers working closely with parents are keen for pupils to be engaging in accessible activities that encourage independence within the home as much as possible. Best practice is for the school, ideally an adult who knows the student well such as a class teacher, to speak to every parent regularly (twice weekly) to agree together the most effective and appropriate model of home learning at this time to support our pupils' very individual learning needs.

All Departments	(Number of hours – there are minimum expectations for remote provision.)
<p>Whilst there are minimum remote learning expectations for all pupils, pupils with SEND have very different engagement profiles to those of their mainstream counterparts</p> <p>4 hours at most is the aspirational target for some of our pupils, however due to the disparate nature of our students we are mindful that their engagement may be very different to that of mainstream students or to that, that can be achieved in a traditional school setting.</p> <p>We therefore have to be mindful of our pupils and their parents/guardians wellbeing, and by working closely with the parents/guardians develop programs that are both accessible, manageable and achievable.</p>	

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

FLD

Google Classroom will be used as the main digital platform for students to access remote learning opportunities.

Some students are accessing paper-based work which can be videoed or photographed and sent to staff via email where this is more appropriate for either the pupil in question or taking into account other home circumstances.

FEDS

All students have access to digital devices to access online work packs.

Some students are accessing paper-based work which can be videoed or photographed and sent to staff via email where this is more appropriate for either the pupil in question or taking into account other home circumstances.

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:

For those families experiencing digital poverty we have a number of internet enabled devices to support the remote learning of our pupils. These will be issued to families in need alongside a reasonable use agreement that must be signed prior to use.

All digital devices that have been and yet to be distributed remain the property of the school and are monitored by the school systems for indications of misuse.

FLD

Initial contact will be made with parents to ascertain what technology is available to students at home. Teachers will identify students who need laptops, internet dongles or other technology and where possible will arrange access to our limited number of devices for loan to families to support home learning.

FEDS

Following discussions with parents/ carers students have been identified as to those who require paper copies this is not as a direct response to no technology available this is preference of parent/ carer and the student. In addition to this parents have access to art packs which have been provided by the school for the students.

How will my child be taught remotely?

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

Some examples of remote teaching approaches we may use:

- live teaching (online lessons)
- 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 and reading books pupils have at home
- 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 full opening guidance, schools are expected to avoid an over-reliance on these approaches)

Whole School

Remote learning will be offered in the form of online tasks and activities, printed workpacks, recorded stories and learning opportunities, internet research and websites supporting the teaching of specific subjects or areas, including exemplar work, video clips or sequences.

The minimum we shall provide:

- Twice weekly contact
- Activities and resources appropriate for your child's learning pathway (remote learning, online, work packs etc)
- Ongoing support with resources
- Ongoing support with wider issues
- Free school meal support
- IT accessibility difficulties addressed through DfE initiatives etc.
- Liaison to support virtual interventions from SALT, OT and other professionals

Continuation of statutory meetings facilitated through online meeting platforms in conjunction where applicable with the local authority

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?

FLD

Whilst we recognise that under the current circumstances there may be times that students are unable to access learning or will access learning at times appropriate to the family circumstances or routines, there is an expectation that all students who are learning remotely

engage in the sessions and activities that we are providing – this is to ensure continuity and progress in the learning they are undertaking in addition to supporting students to maintain and develop socialisation skills and friendships which are critical for both their wellbeing and a smoother transition period when returning to school.

FEDS

All of the areas below can be developed during everyday activities at home and for those pupils who may have difficulty engaging these can be incorporated into daily structured tasks to develop independent living skills:

- Communication
- Play
- Independence
- Self-help
- Sensory
- Physical development
- Behaviour
- Turn-taking
- Making choices
- Keep safe work
- Developing positive relationships
- Healthy Eating / Food Technology
- Creative
- Independent Living

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

Whole School

Class teachers will monitor engagement through phone class, emails, returned work packs and /or using the 'turn it in' function on Google Classroom. If there are any concerns over engagement or completion of learning the class teacher will contact parents.

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

Whole School

Teachers will provide feedback using various features on Google Classrooms, using Google Meet sessions or provide whole-class feedback via digital platforms. Students will also be able to submit pieces of learning on Google Classroom (including pictures of their paper-based learning or digitally created learning) which school staff will provide feedback on (verbal or written).

Feedback will also be given through teacher meetings and welfare calls, dependent on the needs of the child

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?

<p>1. Short term absence (e.g. awaiting test results of child / family member) Likely absence 2-5 days</p>	<ul style="list-style-type: none">o Bespoke learning packs either paper based or onlineo Use information provided on termly overview (found on class webpage) and on your child's IEPs to inform activities
<p>2. Medium term absence (e.g. bubble closure or self-isolation due to being a contact of someone who has tested positive) Likely absence 10-14 days</p>	<p>As above plus:-</p> <ul style="list-style-type: none">o Learning activity programme provided by teacher for individual child; web based or activity/ resource pack. This will be based on teacher's short time planning to ensure continuity of learning.o Signposted activities within work pack or on website using accessible sites including using Oak National Academy SEND resources
<p>3. Longer term absence Whole school closure due to regional / national lockdown or shielding measures introduced for some groups Unspecified time</p>	<p>As above plus:-</p> <ul style="list-style-type: none">o Extended programme of activities linked to medium and long-term planso Whole school challenges / activities e.g. whole school theme weeks