

Remote Education Provision: information for parents



This information is intended to provide information 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 or on Poplar Ward.

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?

We work responsively and cater to the needs of each young person as a matter of course. Their curriculum stages, academic and social and emotional needs all differ. In the first instance while teachers prepare bespoke work, the offer may be more generic in nature as we would offer in whole group sessions.

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 aim to teach the same curriculum remotely as we do in school.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical sessions using specific equipment may not be possible on the ward or at home.

Wherever possible the young person will have their needs met as requested depending on level of supervision needed for some tasks on the ward – for example, use of sharp objects for craft work.

Remote teaching and study time each day

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

Taking into account the impact of learning solo, we expect a shorter period of engagement per day. Staff, however, are contactable between the hours of 9am and 3pm, sometimes outside of this by arrangement.

Learning sessions would be expected to take place from 9.30 to 11.00, and from 13.30 to 15.00. We do recognise that particularly when isolating on the ward, young people slip into different working hours, and can use the times to suit them. It's better of course, to work at the same times they have access to staff. This is by no means a limit! Rather it would be a minimum recommendation and study out of these times is to be encouraged.

Accessing remote education

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

- We have our own Microsoft Teams platform. Each student has their own login.
- The parents and carers will have been sent an email with the young person's login and password in case they forget it.
- Young people and parents/carers have the teachers NHS email
- They also in many cases have access to their home school remote learning provision

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:

- On admission we screen all young people to find out if they have their own laptop and whether they are eligible for the government laptop scheme
- Teachers also provide printed materials that don't require use of a laptop so that in the event of equipment failure, students still have daily occupation.

Submission of work can be sent via email or printed and sent as a hard copy if Teams access is not available, or there is technical difficulty. We can always be flexible in providing different deadlines, given the particular circumstances and ongoing health issues our young people have.

How will my child be taught remotely?

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

- Pre-set work that is put onto the Teams platform
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home/on the ward
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – links are available on our website, or by contacting the key teacher directly
- Ongoing support from the home school

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 do expect our young people to engage in a piece of work each morning and afternoon. Without being in the "live" classroom setting we do recognise that the considerable support they receive from staff in the education centre, or absence of this, may make durations harder to sustain.
- Parents or carers commonly find it harder to motivate their own child; it steps out of the norm in their role as a parent or carer and it's perfectly understandable. Poplar Key Teachers are available for advice and support as outlined above for the adults as well as the child.

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

- The key teacher contacts the young person, generally at the start and end of the young person's expected working day. There may be additional contact as needed and when responding to messages.
- Parents and carers will be informed by email where there are concerns about engagement and communication. This will also be put into the weekly CRM report for the medical team, as concentration and motivation are key parts of their mental health assessment per week.

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

Feedback will be given on work received within 48 hours of submission during the working week, sometimes sooner. This will be written via email, teams, text etc and also shared with parents and carers. It's dependent of course on the student completing and submitting the work.

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 carers to support those pupils in the

home, or on the ward, by advising and supporting the adults around the child via whatever method of communication suits them best. Key teachers can also differentiate work and present it in a format that is clearer to the young person if needed. All of the key teachers have worked in SEN settings in the past and possess a lot of skills needed to make work more accessible.

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

It won't! The provision we have provided hopes to suit all young people and if it's not a good match we can make reasonable adjustments to make the current provision more accessible. While remote learning is not the same as being there in person, we will do our best with the alternatives until we can all be back together again in a positive working environment.