

St Joseph's Specialist Trust remote education provision: Information for parents and carers

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if any reason relating to Coronavirus including local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

A student's first day or two of being educated remotely will inevitably look very different from St Joseph's standard approach in which therapy is embedded, while we take all necessary actions to prepare for a potentially longer period of remote teaching.

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

If a student needs to go home owing either to the need to shield, isolate, quarantine or a partial or full closure then we will supply a work pack for the student to be completed at home. This will encompass the student's personalised curriculum including core subjects such as Literacy and Numeracy. The work can return to school with the student for marking and for progress to be carefully monitored.

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?

Students will be given the same work as they would cover in class but the materials will be accessible without delivering teaching itself. We are not able to send support staff to the family home and so a work routine will need to be established in the home environment and we can provide visual resources to help support these. Therapeutic input cannot be delivered at a distance and so the work will be limited to the education curriculum. Where social care support is unavailable, it may be necessary to create a low demand environment which reduces challenging behaviors that may place strain on the family and possibly make the home environment unsafe for the student and others which occupy it.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

<p>Primary and Secondary school-aged students</p>	<p>Students should follow a structured timetable where possible when completing academic work and access learning for periods of time that reflect their ability to concentrate and engage.</p> <p>Work packs will cover not only core subjects but also work towards Life and Living Skills Accreditation Units.</p>
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Accessing remote education

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

Physical work packs will also be supplemented with access to online learning through IXL Numeracy and IXL Literacy work. Progress will be monitored from school.

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

We recognize that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

The majority of work sent home will be physical work packs. However, where a student does not have the technology to access online learning, we will where needed, apply for and supply a laptop on loan for the duration of the absence.

How will my child be taught remotely?

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

Due to the levels of individual support and the physicality of tasks, it is not possible to stream live teaching which is very much geared towards individual needs of the individual learning programmes. Staff will be available by email to provide guidance where necessary.

Individual weekly work packs will be sent off every Friday and we ask that families return completed work on a weekly basis either by hand or by post.

Physical work packs will also be supplemented with access to online learning through IXL Numeracy and IXL Literacy work. Progress will be monitored from school.

Class will link with home on a weekly basis and we will continue to hold termly target reviews and target setting meetings with the Family, class education and therapies team.

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 families to establish and follow a routine that allows students the opportunity to access work when and if they are able to do so in the home environment. Where needed they should apply to social care to implement additional support or create a low demand environment to reduce challenging behaviors which may place strain or make the home environment unsafe for the student and others who occupy it.

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

Carers and parents will be fully aware of student engagement in home learning as our students require direct support at home to engage with learning activities. This will also form part of the weekly discussion with the class team.

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

Feedback can take many forms. Our approach to feeding back on student work is as follows:

Pupils work will be assessed on a weekly basis and feedback will be regularly given by the class teacher or pathway leader.

Students How will you work with me to help my child who needs additional support from adults at home to access remote education?

All of our students have severe or complex needs. The additional support they require will be in self-regulating and behavioral management. We will support families regularly to discuss strategies that can be implemented at home to engage students in home learning. It may be necessary to seek additional support from Social Care.

Remote education for self-isolating students

Where individual students 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 students 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?

The nature of our cohort will mean that self-isolating students will be supported in the same way as other home learning, as outlined earlier in this document.