

Hill House School Policy

Remote Education Provision: Information for Parents

Hill House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where;

- A student may require educational support from home as a result of illness or medical conditions
- national or local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught to pupils at home

A young person'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?

Where day students are working from home a programme of daily live lessons led by a class teacher can be currently provided for these students. These live lessons are supported by a programme of independent work focused on the achievement of AQA unit awards. Activities and resources can also be set up on a young person's Talk Pad for them to access remotely

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?

At Hill House, we teach a slightly different curriculum remotely to that which we teach in school.

It is a planned and well-sequenced curriculum so that knowledge and skills are built incrementally. The remote curriculum is designed to support the students with their progress towards their EHCP outcomes. Young people have been learning about the Zones of Regulation. This work will continue as part of the remote curriculum. Alongside this focus the live online lessons will continue to work on developing key skills in literacy and numeracy.

To complement the live remote lessons a package of work and support materials will be provided for parents/carers to support their child to work towards AQA unit award accreditation and through the remote based learning programme the day students will continue to be able to work towards a range of AQA awards.

Throughout the period of remote learning, it is still very important that our students have goals and targets to support their own well-being, self – esteem and personal progress and achievement.

The students accessing the curriculum remotely will continue to be supported with their IEP which has four main focus areas;

Learning, Communication, Social/Emotional and Physical/Sensory and or Personal Development

The class teacher responsible for remote learning will be checking, daily, whether young people are engaging with their work.

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 young people broadly the following number of hours each day:

Key Stage 3 and 4 - 1 hour live remote lesson + 3 hours independent work

Accessing remote education

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

- Live online daily lessons via Zoom
- Lessons, resources and activities accessed via a young person's Talk Pad
- Work provided and sent home via email and post

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 young people may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

Working with the LA and young people's Social Worker, we have ensured that all day students have access to the online live lessons and supporting independent work packages.

How will my child be taught remotely?

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

The remote curriculum for our day students will comprise of;

- live teaching (online lessons) these lessons will focus upon the continued development of;
- communication and interaction skills,
- Developing strategies to support emotional regulation (Working on the Zones of Regulation)
- Developing literacy and Numeracy
- The online lessons will be supplemented by printed paper packs produced by teachers (e.g. workbooks, worksheets) which will support the parents/carers to be able to complete activities working towards the achievement of AQA unit awards.
 - Resources and activities on an individual's Talk Pad device
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – the students will have access to online support materials e.g. purple mash

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 that the day students will engage where possible with the online live morning lessons and will participate in the activities remotely.

We expect that the parents and carers will support their children to access and engage with the activities provided in order for their child to produce evidence that can be used to support the achievement of AQA unit awards.

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

As well as daily contact via the live online lesson the class teacher will make a call each week to check on the students' progress and any support that is needed for the students' parents/carers.

The students will continue to work on their IEP targets and feedback on progress will be given daily.

We have identified a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

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:

- The students have been set IEP targets focusing upon the main Outcomes of their EHCP
- These broken down targets relate to Cognition and Learning, Social and Emotional, mental Health, Communication and Interaction and Physical Sensory and Personal Development.
- Progress towards these targets will be formally assessed by the Multi-Disciplinary Team at the end of the spring term. Formative assessment and feedback to the parents/carers on the progress towards these targets will be given daily by the class teacher.

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 following ways:

- Working with the LA and young people's Social Worker we have ensured that all day students have access to the online live lessons and supporting independent work packages.
- Daily contact with the families and the class teacher is maintained via the live lesson and afternoon phone call.

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?

Any student who is self-isolating will receive the same remote curriculum offer.

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.

Principal of Hill House;
Kate Landells
Hill House School, Boldre, Lymington, Hants. SO41 8NE
Tel: 01590 672147
Email: kate.landells@cambiangroup.com

November 2023

Review Date: November 2024