



Curnow School

Home learning



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 if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, 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.

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

Class teachers will be in contact with families/carers within the first day or two of a pupil being sent home to discuss home learning and to ensure that the parents/carers have the child/young person EHCP outcomes including suggested activities and strategies on how to meet/address these outcomes at home.

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 teach the same curriculum remotely to that which we teach in school but we recognise that the delivery of this curriculum will be very different. We will deliver the curriculum in a variety of ways to ensure it is engaging for the individual and can be delivered in the most relevant way (see section on accessing remote learning)

The aims of remote learning at Curnow school are to:

- Keep the minds of our pupils active and happy, ready to return to school and engage with learning
- Ensure regular contact and support with all pupils and families, we will work in partnership to ensure home learning is successful
- Ensure that all pupils receive the same overall offer (see below) that also meets their individual needs
- Support continued access to EHCP outcomes where possible
- To monitor the impact of home learning.

Remote teaching and study time each day

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

The school does not set any set times as we understand that many of our pupils may well struggle with learning at home (not their usual environment) whilst others will be able to cope with this more easily. We will ensure that there is regular support and contact from class teachers to look at optimizing home learning for individuals and look to support families and carers sensitively in being able to support their child/young person whilst at home.

Accessing remote education

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

All pupils will be provided with:

- Access to a daily class DoJo (or equivalent online session) activity led by the class teacher to support engagement in learning.
- A personalised weekly timetable ensuring that this reflects the usual school offer. (Core areas of Maths, English, Physical development, PSHCE to be addressed for all R2L pupils. L2L pupils will have a timetable that reflects their classroom practice and delivery around engagement)
- Additional topic based activities linked to the class or key stage theme will be provided which will support the delivery of the wider (non-core) curriculum subjects
- A detailed EHCP plan to support the delivery of outcomes within the home through practical activities and ideas linked to each outcome for all pupils.

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:

- The class teacher will discuss online learning and details of how it will be used with parents/carers to ascertain whether this will be beneficial for the pupil whilst at home.
- Through this discussion access at home and any barriers to learning online will be ascertained.
- Where pupils and their families are not able to access online learning then the school will endeavor to loan a device that is suitable for their needs.
- The Department for Education (DfE) is offering support to help children, young people and families access remote education and social care during coronavirus (COVID-19).
 - Devices are available for:
 - disadvantaged children in years 3 to 11 who do not have access to a device and whose face-to-face education is disrupted
 - disadvantaged children in any year group who have been advised to shield because they (or someone they live with) are clinically extremely vulnerable

How will my child be taught remotely?

We understand that many of our pupils find it difficult to learn remotely however we will use a combination of the following methods which will be discussed and amended through discussion with parents/carers to ensure that pupils are engaged and interested in their home learning:

- Access to a daily class DoJo (or equivalent online session) activity led by the class teacher to support engagement in learning.
- A personalised weekly timetable ensuring that this reflects the usual school offer. (Core areas of Maths, English, Physical development, PSHCE to be addressed for all R2L pupils. L2L pupils will have a timetable that reflects their classroom practice and delivery around engagement). This will be shared and discussed with parents/carers identifying areas that can be delivered successfully and any additional support/resources that might be needed.
- Additional topic based activities will be discussed linked to the class or key stage theme will be provided which will support the delivery of the wider (non-core) curriculum subjects
- A detailed EHCP plan to support the delivery of outcomes within the home through practical activities and ideas linked to each outcome for all pupils.

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 recognise that some parents will be more able than others in supporting their child for various reasons and some parents may have more than one child who needs to complete work at home. Some families are key worker families and some families are trying to juggle life and many challenges at present. We recognise this as a school and do not want to add to families stress levels and anxiety. Activities are by no means compulsory. We will keep in regular contact with all families to ensure that we can offer support and advice accordingly.

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

We will ensure that families/carers have weekly feedback with class teachers so that they can support their child in the most effective way. We understand that home learning will be quite challenging for many of our pupils but regular feedback will be able to support parents in being able to focus on key areas that are achievable whilst they are at home.

We will therefore work in a flexible way supporting activities that are working well and ensuring home learning is successful for the individual as well as manageable for families.

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

Our approach to feeding back on pupil work is as follows:

- Weekly contact (phone call) with class teacher to discuss outcomes of home learning and identify any additional support that might be required
- Feedback against the EHCP outcomes and suggested activities that can be used to meet these outcomes at home where possible.

Additional support for pupils – general guidance

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 most pupils 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. Below are some guidelines that will help to support home learning:

- Tasks that do not need the internet or a device such as a laptop or tablet to access them are preferable, as some children and families will not have internet access or more than one device to use and many of our pupils struggle to access learning in this way
- Work and tasks should suit the age range, interests and capabilities of the children and expected outcomes should be flexible. Tasks to be set that all pupils can complete to some degree of success, with an extension/stretching task for some to access or challenge activities available on request
- Learning that can be delivered in bite-sized chunks is more likely to be completed than longer tasks. If there are projects, suggest how these could be broken down
- Most children need a lot of support when working and cannot be left for periods of time to complete tasks. Parental feedback is important to support which activities are working well and are able to be delivered successfully at home
- We will also provide learning that we believe will help children as they return to school e.g. handwriting practice, letter and number formation work, maths fluency; things to revise/practice rather than new learning
- Parents may like a sense of structure and reassurance around daily expectations. This will help to maintain a structure for families. Parents should be reminded that these learning activities are a guide and by no means compulsory
- We recognise that some parents will be more-able than others in supporting their child for various reasons and some parents may have more than one child who needs to complete work at home. Some families are key worker families and some families are trying to juggle life and many challenges at present. We recognise this as a school and do not want to add to family stress levels and anxiety. Activities are by no means compulsory
- If teachers upload a video onto Class Dojo to support in home learning they will undertake these videos in an appropriate room having considered their surroundings
- There is an expectation that teachers will communicate with families every week and record their conversation on the appropriate template. This will include time and date of conversation, who has been spoken to and the details including any concerns/ issues raised. Staff to follow up any actions or pass information to the appropriate person
- Staff will continue to use CPOMS to record any safeguarding incidents or concerns. Staff will consider the online safety policy at all times
- Teachers will discuss progress and impact of home learning with parents and monitor learning over time, adjusting the learning offer in response to the progress being made

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?

We will ensure that any pupil who is self-isolating families/carers will receive the following support:

- Initial contact with class teacher to discuss home learning for individual pupils
- EHCP outcomes with suggested activities and strategies to support these at home
- Access to a daily class DoJo (or equivalent online session) activity led by the class teacher to support engagement in learning.
- Weekly contact (parents can contact more regularly if necessary – this will be outlined in the initial discussion) to feedback and additional resources provided if necessary

Appendices

1. EHCP outcomes example

EHCP OUTCOMES	
Pupil Name: *****	To address the EHCP outcomes during the COVID 19 outbreak the school has identified the following measures for delivery whilst the pupil is at home:
EHCP Area/ Outcome: <u>Year 9 Onwards longer term outcomes</u> 1. ***** will develop the skills and knowledge to promote his future employment prospects in an area of interest	Home Learning planning to explore a range of activities and hobbies. <ul style="list-style-type: none"> • Encourage ***** to participate in a range of tasks/jobs around the house and record which ones he enjoys/ is good at • Support ***** to complete a daily task e.g. watering the garden each day, make a simple snack by reading a simple instruction sheet • Occupation information sheets to be sent home and shared with ***** to fact find and talk about preferences

	<ul style="list-style-type: none"> • Provide online links to research jobs of interest
<p>EHCP Area/ Outcome: <u>Communication and Interaction</u></p> <p>2. ***** will speak slowly and listen and respond to questions and instructions</p>	<p>Home Learning Planning speaking and listening activities to focus on.</p> <ul style="list-style-type: none"> • English Core and Functional Skills targets sent home with suggested activities. • Prompt card to remind ***** to speak slowly and when he needs to listen • Instruction cards sent home for simple household tasks for ***** to listen to and follow e.g. using the washing machine, making a sandwich • Question and answer session via phone/online meeting with teacher to practice communication
<p>EHCP Area/ Outcome: <u>Cognition and Learning</u></p> <p>3. ***** will improve his ability to sustain independent focus, assist in his cognitive development and start to generalise and develop functional skills</p>	<p>Home Learning Planning with suggested activities to focus on attention and concentration.</p> <p>Follow a 'task timetable' (to include prompt/instruction cards) that ***** can complete with increasing independence</p> <ul style="list-style-type: none"> • drying up • sorting colours and whites with washing • sorting cutlery • making drinks/snacks <p>Link functional tasks with literacy and numeracy skills e.g. writing shopping list, ordering items online, weighing ingredients to follow a recipe</p>
<p>EHCP Area/ Outcome: <u>Social, Emotional and Mental Health</u></p> <ul style="list-style-type: none"> • ***** will interact and greet people within social settings in an appropriate manner 	<p>Set targets to be practised at home with ***** greeting family/friends, using the phone/video calling.</p> <p>Set up class video call to encourage speaking and listening skills with a focus on greeting and interacting appropriately.</p> <p>***** to have a prompt sheet to remind him of key tips (allowing others to respond, taking turns in conversation, using friendly greetings, listening carefully when others talk).</p>

<p>EHCP Area/ Outcome: <u>Sensory and/or Physical</u></p> <ul style="list-style-type: none"> • ***** will develop fine motor co-ordination and control through practical activities 	<p>Home Learning Planning with a range of activities to practise fine motor co-ordination in practical situations.</p> <p>Home to be provided with list of practical activities which promote fine motor development to include:</p> <ul style="list-style-type: none"> • Practice hanging out the washing using pegs • Pulling out weeds in the garden • Using a dustpan and brush • Using range of tools in kitchen/garden
<p>EHCP Area/ Outcome: <u>Sensory and/or Physical</u></p> <ul style="list-style-type: none"> • ***** will develop his independence in activities of daily living and improve his awareness of common dangers 	<p>Independent living activities supplied for home.</p> <p>Visual aids supplied to support independent living activities.</p> <ul style="list-style-type: none"> • Class DOJO activity looking at safety/risks in the home • Identify risks within the home (focus on different rooms) • Class DOJO activity looking at risks in the community • Identify risks in the local community • Identify what he can do to be safer in the home/local community e.g. dry hands before using plugs, learn how to sequence crossing a road safely • Practice a range of targeted daily living skills e.g. making a hot drink, with a focus on safety aspects.
<p>In addition all families have been sent links to a range of additional resources and online platforms, this includes; music therapy activity ideas, OT sensory activity ideas and Dance routines. All families who have SaLT input, physiotherapy input and dietician support have been contacted by the relevant teams to offer support and guidance.</p>	

2. Personal weekly timetable example

Sowenna Class Timetable

Day/Time	Morning session 1	Morning session 2		Lunch	Afternoon session 3	Afternoon session 4
Monday	 <p>English Weekend News (Sp & Li Focus) Class zoom meeting – 9.30am Catch up with what everyone has been up to!</p>	 <p>Phonics Teaching ideas sent separately dependent on level of learning –to include hero phonics games where relevant</p>	<p>Curnow Assembly Recorded and uploaded to class dojo.</p>		 <p>Maths Basic skills targets – these will be sent to individual children with session ideas.</p>	 <p>PE You tube link to activity idea</p>
Tuesday	 <p>English Basic skills targets – these will be sent to individual children with session ideas.</p>	<p>DT/Food & Nutrition COOKING Recipe instruction cards including key skills to practice sent home via e mail</p>			<p>Science Living Things Class dojo session to be uploaded</p>	<p>Yoga/relaxation Gills Yoga video session via you tube</p>
Wednesday	 <p>Maths Basic skills targets – these will be sent to individual children with session ideas.</p>	 <p>Phonics Teaching ideas sent separately dependent on level of learning –to include hero phonics games where relevant</p>			<p>Geography Class dojo session to be uploaded</p>	<p>Music Therapy You tube link with ideas</p>
Thursday	 <p>English Basic skills targets – these will be sent to individual children with session ideas.</p>	 <p>Dance You tube link to ideas (Gill – already started)</p>			 <p>ART Class dojo session to be uploaded</p>	<p>PHSE Share story (send powerpoint home) emphasising key ides eg Rainbow Fish and how that relates to friends.</p>
Friday	 <p>Phonics Teaching ideas sent separately dependent on level of learning –to include hero phonics games where relevant</p>	 <p>Maths Basic skills targets – these will be sent to individual children with session ideas.</p>			<p>PHSE Class zoom meeting – story and talk. Eg – read the Rainbow Fish and talk about how we share with each other.</p>	<p>Yoga/relaxation Gills Yoga video session via you tube</p>

3. Contact sheet example

Home Learning Contact Record

Pupil Name:

Date & time	Parent/Carer spoken to	Key matters discussed (including any agreed actions)	Any Safeguarding concerns (Y/N) if Yes report via cpoms following call	Have you agreed home learning for following week? (briefly outline)