




Remote Education Provision policy.

Raise Education and Wellbeing SEMH School and Sixth Form College

Version:	V1
Last updated:	Feb 2021
Next review:	September 2022 or when there is a significant change in circumstances, in work practices or the introduction of new legislation.
Approved:	
Lead:	Tracey Daniel

Ethos

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotional available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education' (DfE 2019/20). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional, and physical well-being of children, young people, and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy, and health and well-being support to promote their welfare and enable them to acquire the skills, knowledge, and values to be able to be safe and promote and enhance their personal, social, physical, emotional development, and support and enhance well-being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.

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, 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?

- All young people will be provided with invitations to join virtual learning sessions via Zoom. Sessions will be teacher led with additional support from a teaching assistant.
- Young people will be provided with additional home-learning study packs to complete in addition to virtual learning sessions. Form tutors and Youth Champions will be in regular contact with young people, parents and carers to offer academic, wellbeing and pastoral support.
- Young people will have access to additional online academic intervention services, including MyMaths, IDL and Lexia.

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 as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, outdoor and physical education activities are encouraged to be undertaken indoors such as home workout routines and practical tasks such as knot tying for our Wild Passport curriculum.

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 pupils broadly the following number of hours each day:

Key Stage 1	N/A
Key Stage 2	N/A
Key Stage 3 and 4	5 hours per day
Key stage 5	5 hours per day

Accessing remote education

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

- Links to Zoom academic and pastoral sessions are pre-scheduled and details are included in home learning packs.
- Log in details to MyMaths, IDL, Lexia and Kudos are including in home learning packs along with 'how to' guides

Lost or forgotten details can be requested by contacting:
education@raisetheyouth.co.uk

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:

- Young people will be provided with printed, home learning work packs including academic and pastoral intervention material.
- Daily telephone check ins will take place to discuss wellbeing or offer support with any academic queries.
- Weekly, doorstep check ins from the staff team will take place to collect any completed work and deliver updated study materials.
- The school will work with you and other agencies and departments to enable pupils to have access to a suitable device and if required/need data for internet use for learning only.

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:

- live teaching (online lessons) via Zoom
- printed paper packs produced by teachers (e.g., workbooks, worksheets)
- textbooks and study materials
- membership to online academic intervention platforms
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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?

- Young people are expected to engage in remote learning sessions on their timetabled days of education.
- Young people are expected to undertake additional self-study by utilising the materials provided in their home learning work pack.
- Young people are expected to utilise the additional online intervention resources (MyMaths, IDL, Lexia) on a weekly basis.
- Parents and carers are encouraged to support young people to access remote learning.
- Parents and carers are to promote communication between young people and staff via daily telephone check ins.
- Parents and carers are to encourage young people to complete home learning work packs.
- Parents and carers are to support and encourage the use of our educational intervention online platforms.

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

Engagement in learning is assessed via:

- Feedback from the teaching team on daily attendance and engagement in virtual learning sessions
- Feedback from the wellbeing and pastoral team on engagement in daily telephone check in's
- Reports from our academic intervention apps on the engagement and progress of young people.
- Receipt of completed home learning work packs.

Communication on attendance, engagement and progress will be achieved via:

- Weekly form teacher and youth champion meetings with young people to discuss attendance, engagement, and progress.
- Communication from form tutors and youth champions to parents/carers to discuss attendance, engagement, and progress.
- Parent/carers queries can be directed to our monitored education and wellbeing email accounts:
education@raisetheyouth.co.uk
wellbeing@raisetheyouth.co.uk

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

- During live virtual learning sessions upon completion of tasks or through verbal contribution to discussion
- The collection of completed work home learning is assessed, marked and uploaded onto our evidence for learning app.
- Written feedback is given either in books or via email or verbally during daily telephone check in's or weekly doorstep visits.
- Feedback and progress updates are discussed during weekly young people form teacher and youth champion meetings