



ROSEWOOD
INDEPENDENT SCHOOL

Information about remote education for parents and carers

This information sheet provides parents and carers with details of how we will provide remote education should your child need to be educated at home for whatever reason during Covid-19.

Ideas for sparking interest in learning

- **Take a walk!** Fine weather can lead to an interesting walk. Encourage your child to engage in conversation by asking and answering questions about the surroundings, such as the leaves/trees/weather, etc. *IMPORTANT: If self-isolating as you have been advised that your child has been a close contact to a positive Covid case, you are not able to take a walk in public.*
- **Use the power of mystery and puzzles.** Try posing a broad question to your child and see if they can think of different solutions, such as, 'What do you think would happen if a butterfly's habitat became flooded?'
- **Pause after asking a question, and again after the question has been answered.** This gives time to reflect and reconsider.
- **Introduce controversy.** Ask questions about characters in stories such as, 'Why do you think the character responded as they did?'
- **Encourage your child to become a 'word collector'.** When they are doing their reading, offer a notepad. Ask them to 'collect' any funny or interesting words.
- **Turn it into a competition!** For example, write the alphabet down the side of the page. Who can be first to place a vegetable name/ country name alongside each letter of the alphabet?

It is important to note that we appreciate most of our children have severe anxieties about the pandemic, and whilst we understand learning is of the paramount importance, this can be achieved through a variety of methods. Our children need to know that they are safe and secure, and often their parents/carers are the best people to provide this security for them.

There are a number of online resources which you can use to support your child to help them understand the pandemic and relieve anxiety. A quick Google search will help you find something individualised to your child, but we recommend this website as a starting point: <https://www.mentallyhealthyschools.org.uk/resources/coronavirus-resources-for-mental-health-and-wellbeing-toolkit-1/> Please contact us if you would like any further resources or ideas on how to support your child's wellbeing and mental health from home during the pandemic.

Remote education provision: our information

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.

It is important to note that during any period of remote learning, parents/carers are expected to work closely with the school to support provision of learning and engagement of your child. This will include ensuring that your child has access to the work provided by school, a quiet place to learn, and support from a parent/carer.

Children will be expected to complete work at a level and pace comparable to in school. Your child's teacher has a good understanding of the bespoke needs of your child, and will create a **remote learning plan** based on this. Each child's remote learning plan will be a bit different, and will target the skills, abilities, and interests of the individual child.

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

Initial contact: During initial contact regarding remote learning, the reason for remote learning will be clarified. As the school is open for all students, all students are expected to attend unless in extenuating circumstances, such as a positive case within the household/support bubble.

Development of an individualised remote learning plan: Following the initial contact conversation, a remote learning plan will be put in place, which covers the skills, abilities, and interests of the individual child. This will include a variety of teaching methods and session lengths which are appropriate to the child. The teacher will provide you with details of the contact they will be making with you and your child, times, days and an explanation of whether the contact will be by phone or in a virtual environment.

Initial work provision: Contact will be made from the school by a teacher your child will be familiar with. During this contact, you can speak to the teacher further and address any concerns you may have. In the first few days, your child will be directed to access some educational websites appropriate to their age and ability. Children will also be directed to complete work set by their teachers on our learning platform, EdPlace. We appreciate some of our older students may be reluctant to complete work set on the system, but the expectations of parents/carers set by the Government and the school is that they will support their child from home to access learning set by the school during any period of remote learning.

Longer term work provision: To set up longer term work provision, contact will then be made from the school by a teacher your child will be familiar with. This longer term approach to teaching will begin at the earliest opportunity.

Welfare checks: During our daily communication in the remote learning period, we will ask questions to check that all is ok at home. If there is anything we can support with or you are struggling, please do let us know so that we can refer to the correct services.

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?

Where possible and appropriate, we aim to teach the same curriculum remotely as we do in school. We understand that our children have individualised needs and are working at different paces and abilities, and this may not necessarily map to age related expectations. For this reason, we create individualised remote learning plans to allow us to spark an interest in learning at home through creating learning associated to hobbies and interests. If you are setting any work yourself at home in addition to work set by us, please chat with us and we can give you an indication of appropriate work or levels for your child's needs.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will allow pupils to broadly follow number of hours each day, in line with Government guidelines:

Key Stage 1 Years 1 and 2	3 hours per day on average
Key Stage 2 Years 3,4,5 and 6	4 hours a day
Key Stage 3 and 4 Years 7 – 11	5 hours a day

We will provide learning for your child based on our knowledge of your child and the expectations placed upon them. As all of the children attending Rosewood Independent School/Total Tuition have very different needs, we will gauge the teaching and learning provided on an individualised basis, tailored to their needs.

It is the responsibility of the parent/carer to ensure that an appropriate working area is provided, and that their child is able to access an appropriate level of work from home during any remote learning period.

Accessing remote education

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

We are aware not all of our parents are able to provide online learning tools such as laptops and ipads to children. Where possible, we can support with the loan of a school kindle to support your child. The school kindle must be returned to school at the end of the remote learning period.

We encourage parents to meet with us virtually using Google Meet as a virtual platform. We also use EdPlace for virtual learning which is: www.edplace.com. The teacher who contacts you will ensure the login and password for your child is provided.

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

A Government scheme has been introduced to temporarily increase mobile data allowances to mobile phone users on certain networks. This is to help children and young people can access remote education if their face-to-face education is disrupted.

Visit <https://get-help-with-tech.education.gov.uk/about> for more information.

As a last resort, we will provide your child with a pack of resources and a stamped address envelope to return the work to school. Where possible, we will ensure the workpacks are hand delivered as we are aware of postal problems in the past.

Teachers will still continue to remain in touch with your child throughout the remote learning period through phone calls, and can work alongside your child during the calls to ensure understanding and work completion.

How will my child be taught remotely?

Rosewood Independent School provides bespoke learning to our students. Therefore, not every child will be taught in the same way. We will use a combination of the following methods:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents/carers should provide at home?

We expect your child to engage with remote education at the set times given by teachers, and with independent work provided. We appreciate the different needs of each child and also their social and emotional wellbeing.

We would ask parents/carers to support the child in making sure they have a place to work,

routines in place and access to necessary stationery, etc. We do not expect parents to “teach” children new areas of learning as we know this can lead to tension and added stress. We encourage parents to get in touch with a member of staff from Rosewood if there are any concerns or issues with their child’s learning. A member of staff will be able to talk you through the learning and provide additional explanations to the child if necessary. How parents learned and how children are taught now can in some cases, be very different!

Contact numbers are as follows:

Janice Woods, Headteacher – (call will go to PA) 07765 738259

Jackie Knox (Secondary Lead) 07852 328619

Once the call is made, a member of staff will get back to you with support.

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

We will be in touch with you on the days your child should be in school. For those children attending full time, we will make contact daily. For those children attending part time, we will be in contact on the days the child would normally be in school.

If teachers find, for older children, that your child is not engaging, we will make contact with you directly via phone, text or email. We will talk with you about strategies you could take to support them and also attempt to engage with the child themselves.

How will you assess my child’s work and feed back?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Feedback will be provided verbally to the child and to parents if relevant. We will also provide quizzes and will mark work sent back to us via the stamped addressed envelope when workpacks are sent out. We will continue to send weekly and termly school reports.

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. We will continue to provide remote education in ways which we feel your child will engage with, which means that every child may be offered different methods for remote learning. We will support parents and carers as much as possible and staff will be available in school to speak to parents and carers should additional advice or support be required.

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 expect parents/carers to make contact with school on a daily basis to keep us informed of how their child is doing.

We will provide workpacks based on topic work the child is currently doing in school and will encourage children to use the EdPlace learning platform where possible.

Janice Woods

Headteacher

January 2021