Remote Education Provision – Information for Parents

Introduction

Dysart school recognise that continuing learning at home will ensure continued progress, provide important structure throughout the day, and will enable the maintenance of those relationships which are crucial to a high quality of education. We also recognise that isolation and disruption can be distressing for pupils and families, and that the expectations of formal learning can put an additional strain on some families. Our approach to remote learning ensures that we provide an ongoing, challenging, curriculum which is accessed by pupils, but which also offers support, care, and understanding for the families who need it most.

A significant part of the curriculum at Dysart comprises of visits within our community. During a period of lockdown, or where a pupil is required to self-isolate, there are fewer opportunities to do this. Therefore, the nature of the curriculum, whether it is being delivered in school or at home, will require some adaption. As a result, we aim to achieve a carefully-blended package that is individually adapted to the needs of each pupil.

Curriculum Structure

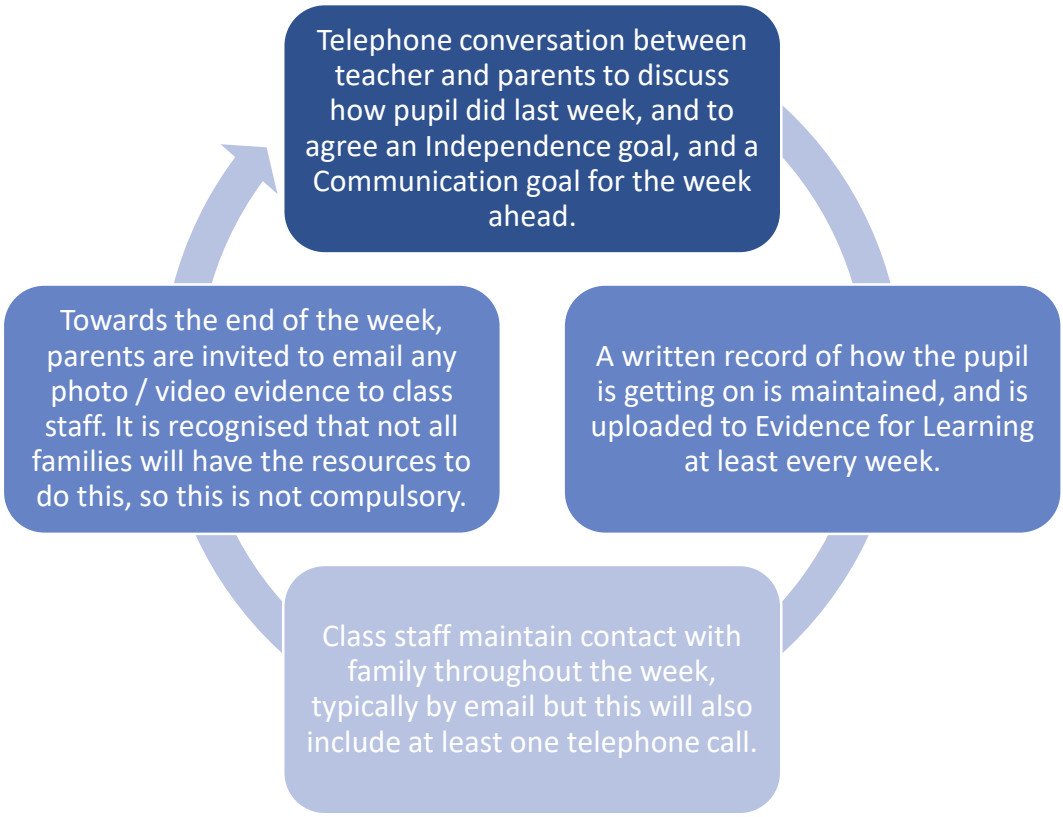
The curriculum offered to pupils will be structured under the core headings of 'Independence' and 'Communication' for the majority of our pupils (some pupils may have additional literacy / numeracy targets where it is agreed with families that this would be appropriate). 'Work' will, as far as possible, be practical in nature and will always be agreed with families.

Staff will contact families at the beginning of each week to discuss and agree these specific weekly goals under each of these areas, and will discuss ways that families can support pupils towards achieving these goals. These discussions will also record how the pupil got on with work agreed for the previous week.

Staff will maintain records of how well pupils get on and these will be uploaded to the school's *Evidence for Learning* assessment platform, so that progress made by pupils can be recorded and monitored.

The primary focus of these weekly conversations will be with regard to pupil learning, but there will also be a focus on the welfare of both the pupil and his / her family, and staff will communicate with senior leaders and / or the Designated Safeguarding Lead where they feel that an individual pupil / family is struggling and in need of additional support.

At least one additional telephone call will be made to the family during the week to check how things are going and provide additional support if necessary.



Therapy Provision

Whilst the therapy provided to pupils at Dysart is not provided by staff employed by Dysart school, we do still maintain close working relationships with therapy colleagues and strive to ensure that therapy input is embedded into pupils' learning in school. Parents will be provided with ideas and suggested activities to promote occupational therapy and speech and language therapy. Therapists will continue to be available to support families directly by email and / or telephone.

Additional Learning Resources

Dysart has its own *YouTube* channel with videos created by staff in school for specific groups of pupils. These videos promote learning and engagement, as well as providing pupils with familiar faces and familiar learning environments. We have been able to successfully apply for a small number of devices which can be loaned to pupils who do not have access to a device at home, with priority given to those pupils who are eligible for free school meals. Staff have contacted parents to ascertain eligibility but we encourage any families who are in need of additional resources of any kind to let us know.

Pupil Welfare and Wellbeing

We promote a very high level of safeguarding diligence across the school and all staff at Dysart are highly trained in the effective safeguarding of pupils. During all conversations with families, staff will

have regard for the welfare and safety of each pupil and their family. Staff will communicate with senior leaders and / or the Designated Safeguarding Lead where they feel that an individual pupil / family is struggling and in need of additional support.

Staff Welfare and Wellbeing

Staff may be working entirely from home, entirely from school, or a combination of both. It is important that measures are taken to ensure that staff welfare continues to be promoted. A detailed plan of regular 'check-in' conversations with individual staff members has been written and shared with staff. This will be implemented for those staff members who are not working entirely from school.

Who should a Parent Contact if they are Unhappy with their Child's Remote Education Provision?

In the first instance, please contact your child's class teacher to discuss any changes you would like to see to your child's remote education provision. If, following this discussion, you are still unhappy with your child's remote education provision, please contact Steph Cruse at scruse@dysartschool.org or via the school office.

APPENDIX

Record of Weekly Conversation / Goal Setting

Pupil Name:	
Parent Name:	
Staff Name:	
Date & Time of Conversation:	

Previous Week
<u>What Went Well:</u> <u>Next Steps:</u>
This Week
<u>Independence goal:</u> <u>Communication goal:</u> <u>Agreed strategies to support goals:</u>

<u>Any other discussion points, including safeguarding:</u>