Remote education provision: information for parents

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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?

Systems are in place to provide remote learning as soon as is reasonably possible on the first day of students being sent home or having to isolate. If students are sent home, this is dependent on timings and availability of the teacher/s; as a minimum, remote learning will be provided from the following day. If a student has to isolate at home, some remote learning will be available on the first day of absence and the general offer will be in place from the following day.

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. Namely, students will be able to access learning based on their usual timetable. However, due to the differing and sometimes complex learning needs of our students, sometimes adaptations to the curriculum are necessary. Decisions have been made in collaboration with teachers, senior leaders and parents/carers for individual students to enable the best outcomes, including related to their EHCPs.

Remote teaching and study time each day

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

The DFE states that students in key stages 3 and 4 should be engaging in 5 hours of remote learning each day. This is reduced to 4 hours in key stage 2 and 3 hours in key stage 1. We recognise that, due to the learning needs of the students at St Hugh's, this level of engagement is not always possible. Students are at varying levels of learning and emotional development and the length of time that remote learning will take each day will depend on the needs of the individual student. Staff are in regular contact with parents and our aim is to work together to get the best possible learning and progress for each student.

Accessing remote education

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

The majority of students will access their remote learning through Purple Mash. Teachers will upload activities and instructions daily to this site. Access information, logins and passwords have been sent home. For those students where an online platform is not always appropriate, paper-based activities may be sent home. For some students, an individualised approach is necessary, for example, through Evidence for Learning or the uploading of activities to be accessed through a Grid Pad.

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

Students will be allocated the loan of a device to use at home if they need this. The allocation is being rolled out in priority order once devices are delivered to school and prepared for use at home. Parents/carers must complete a disclaimer before devices are delivered/collected-this is emailed to parents/carers. Parents/carers will be emailed to invite them to collect the device from school. If this is not possible, then devices will be delivered by school staff. If students are not able to access online work or their work methods do not involve this, photographs of completed work/activities can be emailed to staff. Weekly conversations with home involve discussion about the completion of set work and we work together with parents/carers to ensure that systems are in place, sometimes on an individual basis, to both receive and submit work. The school has spoken with all families to find about the availability and/or quality of internet access at home and currently there is no need to utilise the government internet access support scheme. This will remain constantly monitored and be addressed in a timely manner if identified as necessary.

If you have any questions about device allocation, their operation or online access, please direct any questions in the first instance to your child's team teacher.

How will my child be taught remotely?

- Online lessons uploaded through Purple Mash. We aim to make these as interactive and accessible as possible, for example, through the recording of verbal instructions and expectations

- Supplementary or entirely paper-based learning depending on the needs of individual students

- Live communication, particularly for students with more complex needs

- Links to commercially available websites to supplement or extend lessons provided through Purple Mash

- Reading material to replicate guided reading sessions (uploaded to Activelearn Primary – Bug Club) and individual reading (Scholastic Reading Library). Where supplementary reading books are needed, for example due to issues with access to online sources or where this is more appropriate for individuals, packs of reading books will be delivered to home

- Practical activity advice and guidance to support the development of EHCP targets or key stage 4 option group work

- Activities provided by Skills Centre Plus and North Lindsey College to replicate key stage 4 option groupings

- Bespoke approaches to support the learning of individual students. For example, updating preferred AAC low-tech and high-tech devices, touch to speak, communication through Evidence for Learning and the use of Padlet

- Supplementary project work where this has been requested by parents/carers or supports key stage 4 options

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?

It is expected that students complete all allocated tasks related to the curriculum offer in place. School will endeavour to ensure that tasks are accessible to all students. Whilst learning in school, students require a high-level of support to complete most tasks and we appreciate that it is not always possible for parents/carers to replicate this. Staff will be mindful of providing learning that can be completed with some independence, for example, by recording instructions, rather than expecting students to read these independently or providing instructional video clips. This will, however, be balanced by the need to ensure that students are making progress in their learning. Some students will need a lot of support to complete set tasks and we understand that this is not always possible.

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

Subject teachers will record student involvement in remote learning each week. During a national lockdown, staff will discuss remote learning with parents/carers during a weekly welfare call. If there is a pattern of a lack of engagement in particular subjects or generally, team or subject teachers will make contact with parents/carers to discuss possible barriers to learning and aim to resolve any issues. Following this initial contact, if the issue persists, teachers will refer any concerns to senior leaders. In such unprecedented times, it is important that we all work together to achieve the best outcomes for all students and school appreciates the difficulties and pressure that remote learning can have at home.

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

Purple Mash enables teachers to give feedback for completed work and this is an expectation. For some pieces of work, staff may ask students to make comments that further their understanding; this two-way dialogue replicates the good practice in place at school. Assessments enable teachers to measure progress according to the systems in place within school. For those students who are not accessing Purple Mash, a more bespoke system of feedback and assessment is needed; this may be through parents'/carers' comments to teachers or the emailing of photographic evidence. PAP and EHCP outcomes will also continue to be assessed.

Support services and therapies

Will my child continue to access wider support services, such as therapies?

Wider support services are an integral part of education at St Hugh's, often closely linked to supporting the students to achieve their outcomes that are set on their EHCPs. We aim to coordinate the continuation therapies and support virtually as far as service providers allow. For example, virtual physiotherapy sessions, speech and language and sensory intervention sessions provided by school staff and the continuation of services such as the Life Coach.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating or shielding, how will their remote education differ from the approaches described above?

Work for self-isolating students will replicate that in place for those students that are attending school according to individual timetables and engagement will be monitored. However for those students who need to isolate or continue to shield when not in a national lockdown, and when the majority of students are attending school, due to capacity constraints, it may not be possible for teachers to provide, for example, video support for individual lessons. Teachers will be available to follow-up any difficulties encountered. Where a bespoke learning programme is needed, this will be communicated to parents/carers as soon as possible on the first day of the isolation period and staff will endeavour to provide appropriate learning tasks as soon as possible. Systems are in place in school to ensure that staff are aware of students that are self-isolating or shielding and for whom work needs to be provided.