



St. George's Remote Learning Guide

Students who are ill:

For those students who are ill, there is no requirement for remote learning as they will need to get better.

Students who are building up to full-time education and/or off for a short space of time:

If the reason for building up over time is fatigue/extreme anxiety, we do not to send work home and allow the agreed re-entry program to build stamina.

For students building up to full time education within a short space of time (3 weeks), with a clear and agreed plan in place and those off for a couple of days with suspected symptoms (to include family members) we will make sure that the work we provide is **current, relevant** and **in line with current class learning**.

Here are some examples of work that you can expect to receive according to the needs and learning style of your son or daughter:

- Personal objectives can be shared with the family so they can be practiced in the home setting – your class teacher will give ideas of how this can be done via practical activities or online suggestions. They will send basic guidance e.g. on supported routines e.g. steps to brush teeth/make a sandwich/getting dressed.
- Individual speech and language work.
- Individual SCERTs ideas for families to practice.
- Reading book – with a blank recording sheet for families to return with the book.
- Word work/Spellings – to be returned
- Timetable rock stars – individual login and directed to where they are learning.
- Guidance to on-line learning platforms familiar to your son or daughter through use in school with specific guidance as to what to practice e.g. addition to 10, 10 times table.
- Worksheets/work which they would be doing in class.
- The teacher might ask students to research a current class topic and prepare a report on what they have found (the term's book, science topic the class are studying, current affairs, RaW theme etc.)– written, photos, drawings etc.
- You will receive work from specialists e.g. PE ideas sent out by Bekky Mann of their class module, recipes that the class are doing from Kat Montagu, Hair and Beauty ideas from Jane Cammochio etc.
- Access to live lesson via Google Classroom – see the separate guide on the website.

Due to cross contamination, we prefer not to send hard resources home but will do if this is the best solution for your family.

Students off long term or during lockdown (local or national)

If a class, group or small number of students need to self-isolate or a local lockdown requires students to remain at home, St. George's will offer remote education. We recognise that some of

our students may not be able to access remote education without adult support and we will work with families to deliver a broad and ambitious curriculum.

We will continue to discuss the plans for returning to settings and how we can support this and any additional help they might need.

We have an experienced, expert workforce including:

- teaching staff
- education psychologist
- speech and language therapist
- advisory teachers of sensory impairments
- other therapists
- teaching assistants, often with specialist knowledge

Remote learning and support for our students may involve any or all of these professionals, to design or adapt interventions or learning materials.

We will:

- use a curriculum sequence that allows access to suitable online and offline resources, and that is linked to the class's curriculum expectations and individual needs of the student
- provide suitable printed resources, if appropriate, for students who do not have suitable online access

When teaching students remotely, teachers will:

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content by tutor sessions with the family
- gauge how well students are progressing through the curriculum, using questions and other suitable tasks
- check work at least weekly
- adjust the pace or difficulty of what they are teaching in response to questions or assessments, including, where necessary, revising material or simplifying explanations more to ensure students' understanding
- plan a programme that is of equivalent length to the core teaching students would receive in their setting

We will consider these expectations in relation to the students' age, stage of development or special educational needs, for example if this would place significant demands on parents' help or support. We will avoid an over-reliance on long-term projects or internet research activities.

Teachers will send home/teach live the work they have prepared for the class and the group within which the absent student would work on.

- See all the ideas from above

Teachers will:

- Keep in touch regularly with the families via video conferencing/email/phone to provide on-going guidance and support:
- Use excess intervention slots on their timetable to 'meet' with the family. Expectation is no more than twice a week. They will need to keep to time and ensure you understand they have a lesson following their time with you.
- Discuss how the student managed in each area of learning since you last spoke.
- Give advice on next steps, how they can manage any issues etc.
- Explain what you are sending home for the coming week.
- Speak to the child and see how they are and how they are finding the work.
- A member of support staff could do an online session to 'teach' an activity 1:1 (no more than twice a week).
- We are not allowed to send home any formal accreditation work or accept their evidence as it will not have been completed under standardised conditions. Explain the student will need to come back to school to produce work which can be accredited.

If you require any further explanation, please do not hesitate to contact the school. We will do our very best to get the balance for every family right through collaboration and discussion but if you have any issues please feel free to contact your class teacher, Key Stage Lead or a Senior Leader.