

Remote Education Guidance

Principles of Remote Education

Blended learning is understood as an approach that combines learning in school with distance learning, including online learning. Across all our schools we expect blended learning to be in place so we can provide learning opportunities through remote teaching to our pupils should any of our pupils be required to learn from home due to COVID 19.

Below we have listed several scenarios which will require schools to offer remote learning. These descriptions also set out BeyondAutism expectations.

1. Self Isolating

- Children will be provided with learning that links to provision on offer in school.
- Home Learning packs will be mapped out for each pupil and other activities uploaded to the schools' website. Teachers/Supervisors/Therapists will complete the remote learning packs. Each pack will follow the pupils' IEP's and curriculum areas English/Maths/ Science/Art/Communication/Functional skills
- It is important for schools to consider access to resources and on a case-by-case basis resources can be sent home.
- BeyondAutism Schools will ensure they maintain regular contact with families of pupils that are at home. Systems for this should be agreed at school level to ensure consistency for all families. More regular 'check-ins' should be in place for the most vulnerable pupils and schools should give careful consideration to pupils who require extra safeguarding or pupils with additional needs – A RAG risk assessment will assess the need for each family. This contact with families is an important way to check in on progress being made with the learning and provides an additional layer of support so school fully understand any challenges at home.
- If children require resources/learning to be printed, then we would expect schools to co-ordinate this and deliver the learning packs in a safe way.
- A review of the child's learning should be completed by the Supervisor/Teachers/Therapists when they return to school so they can be aware of knowledge gaps that exist

2. Bubble Collapse/National Lockdown or Rota Based system in place

- As above and to also include...
- Schools are expected to select an appropriate online platform for both the weekly home learning packs and pre-recorded videos to be uploaded. It should be simple, safe, and easy for parents to use. Ideally all resources linked to home learning should be in one location that is easily accessible and well-signposted.
- Staff will create lessons and learning activities that can be uploaded to the school's website.

- This will be supplemented with opportunities to have Video Conferences with parents/carers from the Multidisciplinary Team to answer any questions and address concerns. These sessions will also provide a platform for feedback opportunities. It is important that schools' timetable these in advance enabling families with one-device can access everything.
- Upon return to school, learning will be reviewed by the MDT who will then adapt IEP's accordingly.
- Weekly contact with families is determined by internal RAG system identifying need.

Organisation

Quality Assurance

The home learning will be quality assured by leaders across the schools. School leadership teams will give feedback on the quality of work set.

Including links

When planning please ensure that there is variety of online and offline resources (to support children with limited internet access). It is important to consider that the links support the learning and are not reliant on children accessing them. If the link is essential to the learning please provide screen shots/written contexts/images to support the children alongside.

Access to printers

Where possible, limit what needs to be printed as not all homes have access to a printer. Think about ways to adapt tasks such as labelling or cutting and matching activities so that these children can still access the learning.

Parents as practitioners

Remember that parents are not trained practitioners and may not have all the subject specific vocabulary and knowledge that we do. Consider how best to present the learning so that parents can be successful in supporting their child. Additionally, consider ways that the activities can be accessed by children independently and without adult support.