

Query	Actions to be taken
<p>What will my child be taught?</p>	<p>There will be a range of activities on line which will be regularly updated according to the current curriculum in school. These will not include school resources but will include a list of items readily available at home which could be used. If a class teacher believes it is appropriate for a child's learning they may set work which will utilise Oak National Academy resources or Discovery Education Espresso. There may also be activities set which focus specifically on the pupil's EHCP targets. This could involve supported therapy sessions (SALT/Physio) where appropriate.</p>
<p>Will my child be taught broadly the same curriculum as they would if they were in school?</p>	<p>Willoughby's curriculum offers a high level of practical activities so consequently it will be different to normal during periods of home learning. However, we will continue to focus on the following key areas:</p> <ul style="list-style-type: none"> <li>➤ Development of Cognition knowledge</li> <li>➤ Communication</li> <li>➤ Development of Maths and English (core) knowledge</li> <li>➤ Personal Development and Independence through work on each pupil's EHCP outcomes</li> <li>➤ Independence Skills for Life and Living</li> </ul>
<p>How long can I expect work set by the school to take my child each day?</p>	<p>We expect that remote education (including online sessions, home learning activities, choosing time, physical breaks and independence tasks) will take broadly the following number of hours each day: Key Stage 1 = 3 hours Key Stage 2 = 4 hours Key Stage 3 and 4 = 5 hours (however, we do appreciate that every day may be different)</p>
<p>How will my child access the online remote education you are providing?</p>	<p>We are using a range of printed sheets, practical activities, external links and video messages. Laptops, Tablets preferably or phones may be required for accessing online sessions. Not all of our pupils record work using pen and paper and so we encourage parents to video or photograph their child's achievements and use Tapestry or email to evidence and celebrate their progress over time. We are happy to support with this process.</p>
<p>If my child does not have digital or online access at home, how will you support them to access remote education?</p>	<p>We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those to access remote education: The challenges that different families may face in accessing online content are varied and include:</p> <ul style="list-style-type: none"> <li>➤ Access to hardware, including computers and tablets</li> <li>➤ Access to internet connectivity</li> <li>➤ Technical knowledge of unfamiliar programmes or platforms</li> </ul> <p>We take an individualised approach to supporting families in accessing resources including:</p>

	<ul style="list-style-type: none"> <li>➤ Supplying laptops and guidance documents for accessing programmes. (Please contact Reception if you are experiencing difficulties)</li> <li>➤ Providing printed copies of work</li> </ul>
What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?	<p>We recognise that many of our pupils struggle to engage with tasks independently for lengthy periods of time and that this places considerable additional demands on parents who sometimes have more than one child at home to support. We anticipate that for every unit of focussed learning at their optimum learning level our students may require some time on activities at a level of lower cognitive demand to rehearse and overlearn skills as well as choosing time and exercise time. We therefore recommend making use of consolidation activities which pupils can do on their own, such as sensory play, puzzles, on line activities to practice skills, rehearsing familiar songs or stories.</p> <p>Independence skills are a huge part of the curriculum for our pupils and so dependent on each pupil's stage of development toileting, bathing, dressing, meal preparation, washing up, setting the table, gardening and other household activities can build physical and cognitive skills and as such are a legitimate part of their daily educational provision. Similarly, communication and the use of technology also constitute vital life skills and so a video call to a relative may be a valid educational activity for many. Each student's class teacher will support parents in identifying tasks which support 'next step' life skills.</p>
How will you check whether my child is engaging with their work and how will I be informed if there are concerns?	<p>We will communicate with you and ask that you support us with sharing and celebrating completed work via Tapestry or email. All pupils will receive at least a weekly phone call. Contacts are recorded by staff onto our School information management system. If your class teacher or a member of the pastoral team has any concerns they will:</p> <ul style="list-style-type: none"> <li>➤ Offer additional advice and guidance</li> <li>➤ Explore further technological solutions</li> <li>➤ Discuss the situation with the pastoral team or member of the senior leadership team</li> <li>➤ Offer attendance at school in some part</li> <li>➤ If we feel that there is a Safeguarding concern we will follow our Safeguarding policy which can be found on the school website.</li> </ul>
How will you assess my child's work and progress?	<p>Assessment processes at Willoughby are reliant on careful observation of the knowledge and skills pupils demonstrate, along with the level of support offered, in all learning situations.</p> <p>Class teachers will check any work supplied by parents, noting key knowledge and skills that they observe. Observed knowledge, skills and progress made will be recorded on our school system as normal practice. Next steps will then be set and communicated with parents where appropriate, to build on what has been achieved.</p>
If my child is self-isolating, how will their remote education differ?	<p>Expectations for contact between home and school, work to be completed and the assessment of work remain as described above.</p>