



Southall School

Remote Learning Curriculum Overview

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Remote Home Learning Information

Remote Learning – Statement of Intent

At Southall School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

We have developed a Remote Learning Policy on which our remote learning is based on and subject to. The policy aims to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, pupil wellbeing and safeguarding.

This includes:

- Minimise the disruption to pupils' education and the delivery of the recovery curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks as sociated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

The Remote Home Learning Policy can be found on the home learning page of the Southall School website.



Remote Learning Curriculum - Principles

The Southall School Remote Learning Curriculum offer aims to replicate as closely as possible the breadth of curriculum a pupil would receive in school. Lessons will wherever possible follow the planned and intended sequence of learning, with necessary adaptations made to ensure compatibility with remote delivery. In some cases, adaptations to the sequencing of the curriculum have been made (for example when planned units have a heavy reliance on practical work) where curriculum leads feel that high quality demonstrations, video's and/or resources are not sufficient to promote high quality learning based on the needs of the pupils.

Care has been taken to ensure that Option Subjects are timetabled to allow pupils access to the required Guided Learning Hours to avoid being disadvantaged in qualification subjects.

Interventions

Alongside the curriculum, pupils who receive targeted support for specific areas of need, will continue to receive interventions and specific resources. Examples of these include:

- Specific tasks provided to work towards EHCP targets
- Speech and language support
- Communication books
- Multi-sensory intervention programmes
- Social stories
- Physical resources to support learning, such as counters for maths or materials for Science experiments (where need is identified)



Global Offer - All pupils

(i) Reasonable Endeavours

All pupils at Southall School have an Education, Health & Care Plan (EHCP). As such we have made ‘reasonable endeavours’ to ensure that all pupils have their stated provision requirements met, whether they are in school or at home.

Below is an example of an ‘EHCP Activity Sheet’ that provides suggested activities to be completed in the home. The activities are all linked to EHCP targets:

Long Term Outcomes	Targets	Suggested Activities	Date and Evidence (To be completed by pupils and parents/carers)
Pupil will develop his understanding and use of spoken language to his full potential to enable him to communicate as effectively and appropriately as possible.	Pupil will be able to answer Blank Level 3 questions about visual stimuli across the curriculum.	Using pictures or story books ask Pupil questions which include: How did they feel? What happened? What will happen next? Why ____ ? How do you know? Model the correct answers back to him.	
Pupil will develop his social interaction skills so that he can initiate and maintain appropriate relationships with both adults and peers.	Pupil will be able to identify appropriate phrases he can use with peers and adults when he has a problem.	Role play with an adult or toys about different problems and different situations, discussing appropriate phrases Pupil can use when he has a problem.	
Pupil will develop his literacy and numeracy skills so that he can access the curriculum and achieve his potential.	Pupil will be able to write 5 or more sequential sentences about a given topic. Pupil will be able to add a single digit to a two-digit number.	Using a picture on the computer or in a book, ask Pupil to write 5 sentences about what is happening. Introduce connectives to support his sentences such as: first, then, next, after that, finally. Talk about and sequence a day, take pictures and sequence them in the correct order Write a series of addition sums for Pupil to work out. Allow him to have a spare piece of paper for working out if needed. Mark the sums then go through any mistakes with him.	
Pupil will be able to manage his anxieties successfully using appropriate self-regulation strategies so that he can access opportunities to his full potential	Pupil will follow a visual aid, using sensory strategies to support himself to calm when he is dysregulated.	Write down a list of calming choices for Pupil to choose from. Choices may include: A drink/snack Massage Squeezing playdough/putty Listening to guided imagery on YouTube. Relaxing music	

(ii) Safeguarding and Pupil Wellbeing

With many pupils not being able to access the school, it is vitally important that regular and recorded measures are taken to ensure the safety and wellbeing of our pupils. These measures include (but are not limited to):

- All pupils receive at least weekly phone calls from their tutor Team. During these, the pupil and parents / carers are spoken to – ensuring both parties have opportunity to discuss their thoughts, concerns and seek support if required.
- Pupils identified as vulnerable have more regular phone calls (a minimum of 2 per week) and have regular contact with a Designated Safeguarding Lead.
- If pupils are not seen on Teams for lessons, without knowing a reason for their absence, a phone call home is made, and the member of staff will ask to speak to the pupil.
- If a pupil is not seen on Teams (or spoken to directly on the phone) for 5 days. A home visit will take place.



- Data is collected on engagement with home learning weekly and this is used to inform priority phone calls for pupils with engagement concerns.
- Whether in school or at home, all safeguarding concerns are reported through the CPOMS system and actioned in line with the school Safeguarding Policy.

Main Offer – Most Pupils

How are lessons delivered?

The remote learning curriculum will be accessed predominantly through Microsoft Teams for most pupils. This comprises of (but is not limited to):

- Live Teams Lessons
- Teams Assignments
- Purple Mash activities
- MyMaths activities
- Independent research

What lessons will be provided?

The full curriculum will be delivered so pupils will have work set for all of their usual subjects. This includes daily reading tasks set on a personalised basis for the whole school.

Timetables are published online via the school Home Learning page, clearly identifying where to find / access lesson content, tasks, and resources.

What work will be set?

Work will be set that follows the normal in-school curriculum for each subject, where at all possible. This will be meaningful and ambitious to ensure that pupils are challenged, engaged and motivated in their learning.

How long will lessons last?

The length of time a live Teams lessons last for varies; however, teachers aim to ensure that the work, tasks and assignments set, take the equivalent length of time compared to if they were in school on a normal timetable. In total:

Pupils not working towards formal qualifications this year.	4-5 hours of timetabled lessons
Pupils working towards formal qualifications this year.	5+ hours

How will work be marked?



Work will be marked regularly (and at least weekly) in line with the school marking policy. All work is matched to outcomes on our SchoolPod assessment system to ensure that staff are able to keep up to date with pupil progress. Marking will generally take place in the platform that the work was set (e.g. Teams, Purple Mash, MyMaths etc).

Are lessons compulsory?

Yes, all pupils should be doing their best to complete all lessons provided to the best of their ability. We understand however, that periods of lockdown and isolation can be difficult for pupils and families alike. In instances where expectations are damaging to pupil wellbeing, this is encouraged to be raised with a member of school staff as soon as possible to enable us to support. This can also be shared through weekly wellbeing phone calls.

What support will pupils get with their work?

- School have a dedicated home learning team who are contactable by e-mail and will support with any questions regarding accessing remote learning. The team can be contacted at home.learningteam@southallschool.com
- In live lessons, teachers will provide frequent, clear explanations of new content to promote high standards of learning
- In lessons not delivered live by a teacher, they will ensure that frequent, clear explanations of new content are delivered through high-quality curriculum resources or videos.
- All live lessons are supported by at least one Teaching Assistant or HLTA.
- Teachers are contactable via e-mail if further guidance is required.
- Regular (at least weekly, but more in specific cases) phone calls are made by staff to discuss pupil wellbeing and work with pupils and parents / carers.
- Pupil's work will be assessed regularly, and teachers will adjust the pace and difficulty of learning according to individual understanding, progress and needs.
- We aim to ensure that all aspects of school life are replicated online where possible, for example all tutor groups have daily timetabled tutor sessions and weekly Key Stage Assemblies are timetabled too.

An example of a daily timetable for pupils working at home (accessing the main offer) is below:

Key Stage 3 Class RD - Monday									
Time of Day	Tutor	Period 1	Period 2	Break	Period 3	Period 4	Lunch & Break	Period 5	Period 6
	9:05 - 9:20	9:20 - 10	10 - 10:45		11 - 11:45	11:45 - 12:30	between 12.30 and 1.30	1:30 - 2:15	2:15 - 3PM
Subject	Tutor	ECHP Target, Reading, Spelling & Phonics	PE		Maths	English		Science	Science
Teacher	Normal Tutor	Tutor Team	RD		AF/ HY Teams - Live Lesson	Mrs Gray		AB	AB
Method	Teams - Live Lesson	Target Sheet Activities	Teams Assignment		Teams - Live Lesson	Teams - Live Lesson		Teams - Live Lesson	Purple Mash

Bespoke Offer – Complex Needs Classes



For our pupils with complex needs, we recognise that a whole school approach is not always sufficient in meeting their wide variety of needs. For this reason, teachers who lead complex needs classes implement a bespoke curriculum for pupils / groups of pupils to ensure the quality of education provided and progress made remains at the highest possible standard.

In addition to the main offer, outlined below are some key ways in which the curriculum and/or delivery is personalised based on need:

- Lessons are delivered using the same technology as those mentioned above. In addition, many pupils are provided with hard-copy packs of work weekly. Many of our complex needs students find it difficult to engage with a screen for extended periods of time – this promotes engagement.
- Hard-copy resources are vital for some pupils who need access to written resources created through programmes such as 'In-Print'. These are not editable online.
- As such, work is delivered and collected each Friday – with feedback being provided either verbally throughout the week or in writing.
- Some interventions are difficult to replicate at home as they require specialist equipment. In instances such as these, parents / carers are provided with suggested activities that will help pupils progress towards meeting EHCP targets.

Below are some case studies outlining bespoke approaches used to facilitate home learning in complex needs classes:

Case Study – Pupil 1

Curriculum – all lessons delivered in school (following the MTP) are put onto a daily schedule using InPrint software, with a simple explanation of the tasks for the adult supporting him at home and a structured and symbolised worksheet for him to complete the task. Each day is broken down on a schedule for him to tick off to support him to understand what to do.

Work tasks contain an accessible learning objective at the top and then a parent friendly marking slip at the bottom so that we can use this to inform our assessment when the work comes back.

He has also been given a targets pack which includes an activity for each of his EHCP targets with bespoke resources to use for this.

As the pupil finds home working difficult, he is provided with additional personalised schedules for him to support him to accept that schoolwork is being done at home this term, rather than school. Additional resources are created where needed based on phone calls with mum to find out what is working well.

The class team phone home weekly to check on how he is doing. Work packs are delivered on a Friday with completed work collected at the same time. For work tasks which are practical, appropriate equipment is included in them, for example counters for maths and materials for a science experiment he is doing next week.

Case Study - Pupil 2



Pupil 2 does not manage to interact or engage well with technology and parents do not find it useful it a useful tool. For this pupil we are offering an individual bespoke paper-based package that is taken to the house each week, picked up, and assessed so that we can gauge progress and set work as a next step. The work is in line with the medium-term plan and mirrors the work we are completing in school. The work also includes personalised EHCP activities to match their short-term outcomes. We are also sending home a reading book that we will change each week too.

The offer is following a bespoke timetable where we have devised a timetable that ensures pupils are still actively working towards their accreditation but also having lots of opportunities to take care of their own mental health with activities they enjoy each day.

Case Study - Pupil 3

Pupil 3 follows the same timetable as the pupils in school, with some added bespoke elements. Work is sent home daily either through MS Teams or via e-mail and has an accompanying PowerPoint, laid out in a familiar format to promote engagement. To ensure these are accessible as possible, symbols are used (InPrint software) alongside text, these symbols are added on MS Office programmes as most households do not have InPrint software.

Differentiated tasks and daily schedules are used to help give structure to the pupils' day, alongside a weekly timetable to ensure that pupils are prepared for what is going to be taught each day.

Pupil 3's timetable includes sessions to ensure the EHCP targets are being worked on, with activity sheets sent home including personalised laminated resources made for parents to help support with these. Other intervention includes social skills, during which Pupil 3 has opportunity to talk to her friend, share work, stories etc.

Below is an example of a daily timetable from a complex needs class:

Key Stage 3 Class CH - Monday									
Time of Day	Tutor	Period 1	Period 2	Break	Period 3	Period 4	Lunch & Break	Period 5	Period 6
	9.05 - 9.20	9:15 - 10	10 - 10:45	10:45 - 11	11 - 11:45	11:45 - 12:30		1:30 - 2:15	2:15 - 3PM
Subject	Tutor time	ECHP Target, Reading, Spelling & Phonics	ICT		English	Maths		Topic Humanities	Topic Humanities
Teacher	CH	CH	CH		CH	CH		CH	CH
Method	Teams - Live Lesson	Target Sheet Activities			Teams - Live Lesson	Teams - Live Lesson			

Pupils Without Access to Technology



We have determined the access to technology that each pupil has whilst at home – tutor teams ensure that this information is kept current through weekly phone calls, informing a member of the Senior Leadership Team if there are any changes that will affect access to education. Parents / carers are encouraged to inform school as soon as possible if they feel that they have insufficient access to technology.

Southall School have:

- Identified the access to technology that each pupil has at home
- Provided 38 pupils with laptops to enable them to work from home (as of 19.01.21)
- Supported remotely through the IT support team and the Home Learning Team to ensure that those with School laptops can effectively use them
- Ensured that those pupils without access to technology are getting high quality paper-based lesson packs delivered to the home weekly

Southall School will:

- Respond as quickly as possible to changes in circumstances that mean technology is required at home
- Make applications through government channels to secure higher data allowances, 4G wireless routers and/or additional laptops as required
- Support remotely through the IT Support Team and the Home Learning Team to ensure pupils receiving School devices are accessing work online as soon as possible.