



*"Building Curious, Confident, Courageous, Communicators and life-long learners"*

# **The Shires School Oakham and Stretton**

## **Education: Remote Learning and Recovery Curriculum Statement (Intent, Implementation & Impact)**

Policy Review Process	
Created by	Jamie Hill – Head of Education
Date of implementation	January 2021
Date for policy review	July 2021
This policy links to The Shires Teaching and Learning Policy	

## Rationale

The Shires at Stretton and Oakham have remained open and operational for all residential and day pupils throughout the COVID-19 pandemic. Parental choice dictated as to whether a day pupil would attend The Shires throughout the COVID-19 pandemic. A small proportion of our day pupils across both settings remained at home accessing appropriately differentiated remote learning opportunities and therapies with the support of their teachers, therapists, and parents to ensure their educational entitlement was maintained. All residential pupils remained on site accessing their full educational entitlement.

## Remote Learning

### 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?

Work will be provided from the first full day that your child is at home. This will be in a format that is most easily accessible for your child. For some, this will be a paper learning pack that will be posted out to you, delivered by school staff or emailed. For others, this will be learning via email for printing at home should you have these facilities.

### 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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some areas. For example, some of our children are very reliant on routine and do not associate home with school work, so teachers will liaise with parents to see how learning can be supported at home.

### How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- velcro and laminated PECS activities / suggested AAC activities
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Some 1:1 teaching/therapy via Zoom where appropriate

### What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We hope that children engage with the learning set. In school, we know that a clear routine is important. We'd recommend that children maintain a similar routine as to when they're at school, getting up, dressed and starting learning at 9am, as they would in school. This makes returning to school easier. Our children often struggle with engagement and concentration,

so we advise movement breaks. We would hope that children would manage to complete set learning opportunities but we recognise the importance of emotional regulation for all our pupils and finding their "Green Zone" consistently throughout their day. We recommended ensuring they have opportunities to take part in more practical activities, such as exercise and creativity, art activity, cooking/baking, going for a walk and of course their special interests.

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

- Staff will make phone contact with home at least once a week, usually more frequently.
- Email as often as required.

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

- Work completed on paper will be checked on a weekly basis when it is collected by staff delivering updated work, unless parents wish to photograph and email it to the teacher, or return it via mail.

**How will you work with me to help my child who needs additional support from adults at home to access remote education?**

- All of our pupils have additional needs, and we aim to work with parents and carers to support learning, and our pupils' complex needs.
- We understand that in some cases, children will not be able to carry out learning at home, in which case, teachers will support parents with what they can do, without the child being aware, or help parents prioritise activities that will reinforce prior learning.
- Our priority is to support with children's emotional wellbeing, and that of parents' too. We feel that the most important aspect is that we keep in touch and work together during what we know is a very challenging time.

## Recovery Curriculum

### Intent

#### Reason for recovery curriculum

To reintegrate all pupils back into the education setting, re-engaging, and applying positive behaviours for learning, re-establishing working relationships with adults and peers.

#### Content delivery

Focus is placed on:

- Pupils reconnecting with each other positively
- Pupils reconnecting with adults positively and re-establishing support networks
- Pupils engaging with school routines, boundaries, and expectations
- Pupils reconnecting with learning processes and positive behaviours for learning

#### Order of deliver and why?

Focus is placed on ensuring relationships are re-established and positive connections and engagement as a collective is secured. Pupils then work with staff to revisit school routines, boundaries, and expectations before reconnecting with established learning processes within school and the positive behaviours for learning required to be successful again. At The Shires we recognise the significance of positive relationships and emotional connections as the foundation for pupils being able to access their immediate environment and learning opportunities.

### Implementation

#### How will it be delivered?

Pupils' access to the recovery curriculum will be personalised to identify the gaps that present as a result of any impact of the pandemic.

For example, community access, pupils have been unable to access community activity opportunities. The first step of their community reintegration would focus on successful transport transitions to ensure they are able to take steps back into off-site access and rebuild the appropriate behaviours necessary to be safe, happy and positively engaged.

Positive relationships, where pupils have spent time away from their peers and their key adults, the focus will be to use known interests and motivational opportunities and activities to re-integrate and reconnect with each other. This could have links to the broader whole-school curriculum such as the "memorable experience" focus or it could simply be tailored to their specific and unique interests, again personalised for all.

#### How will it be assessed?

- Behaviour recording, reporting, and monitoring (low behaviour incidents identifying that the pupil is becoming settled within their environment and wider relationships)
- Teacher / Carer observation
- Pupil voice
- Progress in relation to EHCP outcomes

- Multi-professional and parental reflection/consultation during PEP reviews, MDT Meetings, CIC Reviews, EHCP reviews.

### Developing understanding?

We are developing pupils' understanding of routines and how to manage and support their own emotional regulation and well-being in an environment that is accessed by multiple people once again. Recognising that for children and young people with Autism that any environment will contain external/unwanted stimuli and that they will have to once again learn how to filter these out to keep themselves and others safe.

### Impact

#### Evidence

Evidence will be collated in the following ways...

- Daily behaviour logging and incident reporting
- Teacher assessment
- Pupil voice and parental comments
- MDT meeting notes and actions
- PEP, CIC and EHCP reviews records

### How long will it last?

The recovery curriculum will be in place as long as it is required on an individual level to ensure a pupil is able to reintegrate back into the practices and processes of school life and ensure their emotional regulation and well-being is secure.

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