

## **Sir Charles Parsons School**

### **Remote learning Provision**

During the global pandemic of Covid 19 there will be periods when students' attendance at school will be impacted. National lockdowns, tier restrictions and the self-isolation requirements will impact the ability of students to attend school and encounter face to face teaching.

At Sir Charles Parsons School, we aim to ensure that students who may have to spend periods of time at home will have access to learning, feel connected with their teachers and continue to progress in all areas of their development.

All students within the first few days of absence will have access to teaching and learning opportunities related to their curriculum and ability.

### **The Remote Curriculum; what is taught to pupils at home**

Students will have access to general activities from the first day of their absence. Some of these activities are highlighted and available on our website under: 'COVID 19'; 'General Resources'.

Activities may be sent home with the student to complete until further resources are made available.

### **How will remote learning be delivered?**

The remote learning offer will be designed to match each student's ability and match the curriculum the student would follow if they were in school accessing face to face learning.

We will endeavour to provide access to a curriculum which broadly mirrors the curriculum which would be delivered in school.

The curriculum offer at Sir Charles Parsons School is designed so it provides maximum opportunities for students to achieve long and short term outcomes identified within their Education and Health Care plans. The learning students access supports the achievement of those outcomes.

All students who have to spend time at home due to the pandemic will be provided with suggestions/ideas/activities of how their individual education plan targets can be achieved at home.

For most students the focus of the remote learning will be upon the core subjects and some foundation subjects. This is in addition to opportunities to develop **IEP** targets. Where appropriate, emphasis will also be placed upon accessing reading activities as much as possible.

Some students follow a **sensory and therapeutic curriculum**. Suggested activities and how to implement them will be shared with parents/carers. The activities and experiences offered within school endeavor to promote sensory awareness, communication skills, cognitive understanding, physical development, self-help and independence skills, emotional and social development.

**Physical activity** is a vital part of the curriculum to promote health and contribute to a happy wellbeing. It is even more important students have access to physical activity opportunities during times of extensive periods spent at home. Physical activity will be promoted as much as possible. Suggested physical activities will be shared with parents/carers.

Teachers will make regular contact with parents/carers to provide support for engagement with the activities.

Home learning which is sent home will have clear instructions for the parent/carer and student on what the learning intentions and outcomes are and how the activity may be completed.

Should parents/carers require extra support with the home learning they can contact the class teacher for advice.

### **Therapy provision.**

Many students when in school access therapies provided by other professionals such as occupational therapists, speech and language therapists and physiotherapists. These services will continue to provide general advice to parents/carers of students who are having to remain at home. The contact details of the available therapy services are on the school website. Both the occupational therapy service and speech and language therapy service have provided resources to support students at home which are accessed via the school website. The physiotherapy team will continue to remain in touch with parents/carers should their child have to self-isolate and where appropriate send plans home for parents to follow and implement.

### **Remote teaching and learning time each day.**

The students at Sir Charles Parsons School are all individuals with varying needs and abilities. There is no set time to which students should adhere for completing learning activities. As our students have additional needs they will require the support of others to attend to, engage with and complete tasks. Households are busy places and there may be other siblings requiring parent/carer support. With this in mind we ask if you can support your child with the learning as much as realistically and practically possible.

During these unprecedented times, family support is crucial. Spending quality time with your child will override completion of learning tasks.

### **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).
- Copies of information sheets/reading books.
- Commercially available websites supporting the teaching of specific subjects or areas including video clips.
- Recorded teaching (e.g. recordings by Oak Academy, video/audio recordings by teaching staff).

### **Students working at Key Stage 3:**

Students within years 7-9 will be provided with home learning which mirrors that which is taught in school as far as possible according to their ability. This may be sensory based activities or formal learning activities. Students will have access to learning packs differentiated to their ability.

### **Students working at Key Stage 4:**

Students within years 10-11 will be provided with home learning which mirrors that which is taught in school as possible. The learning focus within this key stage is based upon vocational, functional and life skills. This is in addition to the core subjects of English, maths and science. This may be sensory based activities or formal learning activities. Students will have access to learning packs differentiated to their ability.

### **Students working at Key Stage 5:**

Students working within Key Stage 5 (aged 16-19 years) will be provided with suggested activities which can be completed at home, all of which are based upon the outcomes identified with their 'Education, Health and Care Plans' and are focussed upon preparation for adulthood. This may be sensory based activities or formal learning activities. Students will have access to activities differentiated to their ability.

### **Remote education for self-isolating pupils:**


Students who are self-isolating but otherwise well will have access to home learning. Where individual pupils needs to self-isolate but the majority of the peer group remains in school, the student will be provided with work packs. These work packs will mirror the work the student would have completed if they were in school for that week/s of the school term.

This will ensure their learning is sequential and students have the knowledge/skills to continue with the next steps of their learning when they return to school.

If a bubble is asked to self-isolate, students will be provided with work packs. The work will be focussed upon the core subjects (English, maths, science) and IEP targets.

## Key Stage 3 and 4: Example remote learning work pack cover sheet

	Task One		Task Two		Task Three
	***DAY TO INCLUDE WHOLE CLASS MEETING VIA TEAMS***				
Monday	<p><u>Literacy</u></p> <p><b>Objective:</b> To learn about the features of non-fiction books.</p> <p><b>Tasks:</b> Starter: Use the PowerPoint (Slides 16-23) to look at a range of information and for students to identify whether they think it is fiction or non-fiction.</p> <p>(Groups 1 and 2) Look through the information in Discovery World literacy lesson 3 about the contents page, index, labels and graphs.</p> <p>(Group 1) Look through your own non-fiction books to find these features. Explain how the information helps us to understand more about the topic. Discuss the use of graphs and illustrations etc and how they may be more effective than text alone.</p> <p>(Group 2) Look through non-fiction books. Choose one of particular interest. Highlight features discussed in the main activity. Using illustrations/key words, explain what they can learn from the features.</p> <p>(Group 3) Explore resources linked to the theme of a non-fiction book. E.g. Small world play, matching and sorting objects.</p>	BREAK	<p><u>Food Technology</u></p> <p><b>Objective:</b> to explore types of bread and design a sandwich</p> <p><b>Tasks: Groups 1 and 2 -</b></p> <p>Explore types of bread on the PowerPoint and how they can be used to make a sandwich. Choose one or two types of bread and design a healthy sandwich which meets the needs listed on page 3. Make the sandwich at home if appropriate. Say what is good about the sandwich and talk about why they have chosen those ingredients.</p> <p><b>Group 3 -</b> explore foods that can be used to make a sandwich, make and communicate choices between ingredients.</p>	LUNCH	<p><u>Humanities</u></p> <p><b>Objective:</b> All students will have explored Roman clothes and named some items</p> <p><b>Tasks:</b> Starter: Use SB 'Roman Clothes' to begin to identify differences in Roman and modern clothes</p> <p>Activity: <b>Grp 1:</b> clothes sort worksheet and label with key words tunic, toga, sandal, jewellery, etc</p> <p><b>Grp 2:</b> as above, without labelling</p> <p><b>Grp 3:</b> Exploring 2 types of material for clothes – woollen blanket and soft cotton sheet.</p>
	***DAY TO INCLUDE FITNESS ACTIVITY***				
Tuesday	<p><u>Maths</u></p> <p><b>Objective:</b> Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p><b>Tasks:</b> All students to find items around home of different shapes.</p> <p>Group 1 and 2 Identify and name 2 D shapes found.</p> <p>Group 1 and 2 Students to classify shapes according to different properties.</p> <p>Group 1 Create tally sheet of numbers shapes found in each group.</p> <p>Group 2 Complete shape activity worksheet</p> <p>Group 3 match shapes, create shapes using pasta shells, buttons</p>	BREAK	<p><u>English</u></p> <p><b>Objective:</b> To study a Roald Dahl text: Charlie and the Chocolate Factory.</p> <p><b>Tasks:</b> Explore front cover of the book - discuss the illustration - what that means, author and title.</p> <p>Play Roald Dahl corners communication game.</p> <p>Taste two different types of chocolate and guess what it is.</p> <p>Talk and write about your favourite chocolate bar.</p>	LUNCH	<p><u>Science</u></p> <p><b>Objective:</b> Explore, identify and name a variety of common animals (including pets)</p> <p><b>Tasks:</b> Go through PowerPoint – week 1 – lesson 1 – identifying common animals.</p> <p><b>Group 1:</b> Read the clues one at a time to the class and try to work out which animal is being described – write down own answer before it is revealed.</p> <p><b>Group 2:</b> Listen to the clues, choose an answer from the accompanying worksheet.</p> <p><b>Group 3:</b> Match the answer to pictures on the accompanying sheet/explore toy animals.</p>

Wednesday	<p><u>Art</u></p> <p><b>Objective:</b></p> <p>For students to show what they know and understand about mosaics. For students to share their knowledge of the artist Vincent Van Gogh by answering questions and sharing information.</p> <p><b>Tasks:</b> Students to watch the video Camille and the sunflowers by Lawrence Anholt. <a href="#">Camille and the Sunflowers – YouTube video</a> <a href="https://www.youtube.com/watch?v=kl5TfZepHZc">https://www.youtube.com/watch?v=kl5TfZepHZc</a> Students continue to add coloured mosaic tissue squares to their picture following the colours on the example given.</p> 	BREAK	<p><u>PSHE</u></p> <p><b>Objective:</b> To gain further understanding of what physical bullying is and the effects it can cause to others. To make students aware of who and where to for help</p> <p><b>Tasks:</b> Use power point as starter for discussion. Talk through each slide and what physical bullying means and what it looks like. Students to be encouraged to share their own experiences or if they have watched TV with bullying in to say how it made them feel. Watch Youtube – Pixar For the Birds. discuss and watch again and talk about how the big bird is targeted by the small birds. Worksheet – colour in what physical bullying can do.</p>	LUNCH	
*** DAY TO INCLUDE WHOLE CLASS MEETING VIA TEAMS***					
Thursday	<p><u>Literacy</u></p> <p><b>Objective:</b> To engage in tasks to develop functional literacy skills within the areas of speaking, listening, reading and writing.</p> <p><b>Task:</b> Students to work on individual tasks to support their development of reading and writing. Refer to the PowerPoints: Literacy skills to develop and enjoy at home with the remote learning folder in literacy or Literacy training CPD for ideas. (The slides within the first PowerPoint can be sent home.) Other worksheets can also be located within the same folder.</p>	BREAK	<p><u>RE</u></p> <p><b>Objective:</b> Students will learn about the life of Muhammed</p> <p><b>Tasks:</b> Students will be taught that the founder of the Islamic faith was called Muhammad. He was born in Mecca in Saudi Arabia in the year 570 and his followers are called Muslims. Muhammad was poor but married a wealthy lady. God asked him to give up his wealth to become a preacher. He spread the word throughout the world. Watch video <a href="https://www.youtube.com/watch?v=5KhU49Rmfus">https://www.youtube.com/watch?v=5KhU49Rmfus</a> PowerPoint life of Muhammed – All Students <b>Grp 1</b> - Comprehension task Muhammed <b>Grp 2</b> - Simple comprehension task - Muhammed <b>Grp 3</b> - Muhammed sort</p>	LUNCH	<p><u>ICT</u></p> <p><b>Objective:</b> Find technology in the house which can be used to communicate.</p> <p><b>Tasks:</b> Use the PowerPoint (Lesson 1) to discuss technology in the household. <b>Grp 3</b> - Explore technology which is used regularly by family members. Share a photo with your teacher of you exploring the technology (e.g. holding a mobile phone or game controller appropriately). <b>Grp 2</b> - Use the PPoint Activity 1 to sort the pictures. <b>Grp 1</b> - Use the PPoint Activity 1. After you have sorted the images add pictures of the devices you enjoy using at home with a sentence to say what you use them for.</p>

***DAY TO INCLUDE FITNESS ACTIVITY***					
Friday	<p><u>Maths</u></p> <p><b>Objective:</b> HA/MA - Recognise and name common 3-D and 2-D shapes, including: 3-D shapes (e.g. cube, pyramid and sphere).</p> <p>LA- To use some familiar words / symbols / signs to name and describe 3D solids, e.g. “circle” for sphere, “square” for cuboid, etc.</p> <p><b>Tasks:</b> <u>HA/MA</u> - Students to take part in a wide range of practical 2D &amp; 3D shape activities. Students to use mathematical plastic 2D &amp; 3D shapes and real life 2D &amp; 3D shapes to match, recognise, explore, describe and sort. Students to take part in 2D &amp; 3D shape treasure hunt - inside or outside of school.</p> <p>Education city - <a href="#">Mathematics &gt; Pentagon &gt; Cube</a> Identify the 3-D shape from the given description. <a href="#">Mathematics &gt; Pentagon &gt; Cube</a> Identify 2-D shapes on the surface of a 3-D shape.</p> <p><u>LA</u> - Play matching/memory games for variety of 2D &amp; 3D shapes. Build using plastic 3D shapes make pictures/make patterns using 2D shapes.</p> <p>Education city - <a href="#">Mathematics &gt; Circle &gt; Square</a> Match the shapes to complete the picture.</p>	BREAK	<p><u>English</u></p> <p><b>Objective:</b> To study a Roald Dahl text: Charlie and the Chocolate Factory.</p> <p><b>Tasks:</b> Explore PowerPoint- facts about Roald Dahl. Explore front cover of the book - discuss the illustration - what that means, author and title. play Roald Dahl bingo.</p> <p>Find a picture of your favourite chocolate bar using Google images. Copy the image into a publisher document.</p> <p>Type the name of your favourite chocolate bar.</p>	LUNCH	<p><u>Science</u></p> <p><b>Objective:</b> Explore, describe and compare the features of a variety of common animals (including pets)</p> <p><b>Tasks:</b> Go through the PowerPoint. Week 1 – lesson 2 - Explore common features of animals. Talk about similarities and differences between animals. How do we know a fish is a fish, a bird is a bird etc.</p> <p><b>Group 1 and 2:</b> Complete worksheets labelling and explaining the jobs of animal body parts. Choose at least 2 animals from the worksheet selection and print the sheet that matches the student’s ability.</p> <p><b>Group 3:</b> Cut the animal body part out and lay it over the picture to match</p>

## Making Progress towards IEP Targets

An important part of the learning and progress students make in school is based on their IEP targets. These are designed to support them in making progress toward the short term aims in their EHCP. Below are some ideas of how your child could continue to work towards their IEP targets whilst at home.

Student: <i>Student's name</i>	Date: Oct 2020	
<i>IEP target - copied from IEP sheet</i>	<i>EHCP strand link copied from IEP sheet</i>	<i>2 or 3 bullet point ideas for achieving the target at home with parents' support</i>
'X' will write keywords or sentences whilst focussing on letter formation and writing on the line.	<b>Cognition and Learning</b>  Practise handwriting to develop fine motor skills.	<ul style="list-style-type: none"><li>• Use lined paper or draw top and bottom guidelines on 'X's writing sheets.</li><li>• Remind 'X' to think about which letters touch the top line and which letters go half way between the lines.</li></ul>
'X' will listen carefully to what others are saying and give answers related to the topic.	<b>Communication and Interaction</b>  Listen to others to develop good communication skills.	<ul style="list-style-type: none"><li>• Encourage 'X' to show that he is listening by facing you and making eye contact.</li><li>• Check 'X's understanding by asking him questions about his learning and to summarise the information in small chunks.</li></ul>
'X' will use his "Time Away" card to indicate that he needs some staff support.	<b>Social, Emotional and Mental Health</b>  Develop strategies to regulate emotions	<ul style="list-style-type: none"><li>• If 'X' gets confused or frustrated by the work, give him the opportunity to have a break and do something different.</li><li>• Reassure him that it's ok to ask for help.</li></ul>

## Key Stage 5 (Sixth Form): Example activity sheet for remote learning.

### Remote Learning:

This pack will enable your child to continue learning at home, with particular focus on students further developing the Preparation for Adulthood outcomes (featured in your child's EHCP). Each task is a suggested activity and can be modified to suit the needs of your child/in light of their IEP target.

Student :	Year: 6 <sup>th</sup> form      Class:
<b>EHCP targets:</b> <b>INDEPENDENT LIVING</b>	<p><b>This week your child is to :</b></p> <p>Complete a task that they would need to do in everyday life. For example, at home making their bed; making a cup of tea; making a sandwich; washing and drying dishes; using the washing machine; getting themselves dressed.</p> <p>Initially your child may/will need support to do this task, but if reinforced each time, they should be able to remember how to do this. (Tips - sequence the steps so that it is broken down for your child). Talk your child through each step and why it is important.</p> <p>The following activities are for your child to carry out independently, with hand-over-hand support, or verbal/physical prompts. Children can use vocalisations, gestures, and eye pointing to achieve the activity. (Where applicable)</p> <p><u>Suggested tasks:</u></p> <ul style="list-style-type: none"><li>• Making a cup of tea</li><li>• Making a sandwich</li><li>• Using an electrical domestic appliance with little/some prompting in order to make a hot drink, for example or a cheese toastie.</li><li>• Students could plan a meal, budget, ensure they have the ingredients for the meal and cook the chosen meal. (With support initially).</li><li>• Using a washing machine/hanging out the washing.</li><li>• Sorting out darks from whites from colours.</li><li>• Using a Hoover.</li><li>• Mopping the floor.</li><li>• Discuss recycling and look through cupboards for what materials could be recycled.</li><li>• Discuss food items and their place in the kitchen, why some foods are frozen.</li><li>• Using a computer or a catalogue to search for images of furniture for different rooms and discuss their purpose and favourite styles.</li><li>• Play guessing game of 'who would help' by thinking of a professional that could help them i.e. who would help if you had a sore tooth?</li></ul> <p>Once your child has mastered this skill, get them to try another task/adapt the task, for example instead of a jam sandwich, they can try to make a cheese sandwich. The skill changes from spreading the jam to slicing the cheese. Change the wash type from a 30 cycle to a 60 cycle. Talk through what happens if you mix colours.</p>
<b>EHCP targets:</b> <b>EMPLOYMENT AND THE WORLD OF WORK</b>	<p><b>This week your child is to :</b></p>



<b>EHCP targets:</b>  <b>COMMUNITY AND SOCIAL INCLUSION</b>	<b>This week your child is to :</b>
<b>EHCP targets:</b>  <b>HEALTH</b>	<b>This week your child is to :</b>