How does my child access home learning?

The Department for Education have acknowledged the following:

For pupils with special educational needs and disabilities (SEND) the DfE said "their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school".

Each student at Oak Lodge is unique and so each child's remote education needs to be different. Teachers have been in close contact with parents to try to find out what will work best for them and staff are providing a range of resources for students – please see below for more details. If you feel that you would like to discuss the home learning for your child further please get in touch with your child's form teacher or their Key Stage Leader.

Middle School Leader (Classes 1, 2, 3, 4, 5, 6, 7, 8. 9)
Charlotte Charlesworth: charlotte.charlesworth@oaklodgeschool.org

Upper School and Post-16 Leader (Classes 10, 11, 12, 13, 14, 15, P1, P2, P3, P4, P5, P6)
Esther Pearsall: esther.pearsall@oaklodgeschool.org

Zoom video calling sessions

Form tutors are offering individual or group zoom sessions. These may be formal teaching sessions supporting each students' differentiated curriculum or could just be social sessions to enable students to keep feeling like they are part of the Oak Lodge community. Where students are working towards an external accreditation like Entry Level (KS4-P16) - students will be offered small group sessions to support their progress.

Students who usually receive therapeutic input such as physiotherapy, occupational therapy or speech and language therapy in school have been contacted by NHS therapists and individual programmes have been shared with home settings. Additionally, our art therapist is continuing to meet with students over video or through telephone sessions on a weekly basis.

We are aware that the majority of our students may not be able to work independently, so subject teachers are providing more practical sessions like dance club and group exercise to provide students with engaging activities and an opportunity to see their friends.
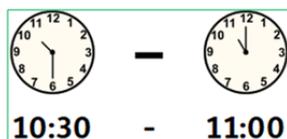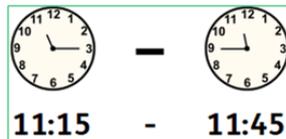
Key Stage exercise lessons

exercise zoom Tuesday, Wednesday, Thursday and Friday

10:30 - 11:00   11:15 - 11:45   12:00 until 12:30

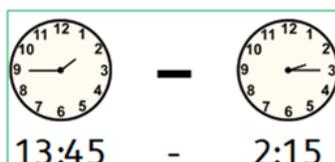Middle school   Upper School   Post- 16

Whole School dance zoom

dance zoom Tuesday, Wednesday, Thursday and Friday

13:45 - 2:15

Whole School

If you would like your child to access more zoom sessions or to discuss their progress please contact the form teacher or the Key Stage Leader (details above.)

Websites

There are some online programmes and platforms that are widely used across the school but even these are not suitable for all the students. The teachers can see what progress the children are making with these sites and track their progress remotely. We have included some examples of these below but please note that not every student will access all of these:

RMeasimaths is an interactive maths programme that is used widely across the school to help children develop their understanding of Maths. Your child will need a login from their teacher for this site. RM Easimaths

Busythings is an interactive website with games that cover all areas of the curriculum. Click on the link to see the classes: [Busythings](#)

Kneoworld is a game-based learning programme aimed at a slightly older audience. Your child will need a login from their teacher for this site. Click here: [Kneoworld](#)

BBC Bitesize is a free online study support resource designed to help with learning and revision

In addition to these sites, form teachers will also send specific links to learning sites tailored to each student. This will be part of a weekly communication sent to those parents who would like their child to access learning online. For those parents who prefer physical resources or have difficulty accessing things online please see below.

Safeguarding

In addition to these websites, we are aware that some students use social networking sites to stay in touch with their friends. Please remind your child that they should not share any of their personal details or passwords with anybody on line.

What if my child cannot access online learning?

Laptops and Internet access

If you would like your child to access online learning but they do not have a laptop or internet access please contact your child's teacher or the Key Stage Leaders (details above). The school may be able to offer you a laptop or an internet 'dongle' which can be dropped to you as part of the weekly resource deliveries.

Weekly resource deliveries

We have put together a team of staff who are delivering to the doorstep of students' homes every week. Where parents prefer printed and physical resources (including art materials and stationery) the form teacher can put together a weekly or fortnightly pack of learning materials and these can be delivered by the team.

If you would prefer sensory and practical resources for your child please ask their form teacher who will arrange for these to be delivered.

Completed work can also be collected by the delivery team – please just email the teacher to let them know you have activities you would like collected for feedback. If you feel more comfortable you can also send photos of any completed activities to the teacher for feedback.

Engagement

During this period of remote learning we will continue to support engagement with learning and provide feedback on your child's levels of engagement and progress.

We will:

- Provide meaningful and motivating learning activities that we know support students to be engaged but take into consideration that the home environment is very different.

- Discuss with you the best way to adjust around your child's individual needs.

- Consider that some parents/carers are trying to manage several children at home as well as working remotely themselves. Teachers aim to arrange calls to check in with families at times that are convenient to discuss any aspects of remote learning and try to answer your questions.

Your feedback is very important to us so please let us know if there is anything that is working particularly well or things we could do to improve.

Assessment

Teacher assessment is ongoing, teachers are assessing the students learning while they are on zoom as they would if they were in the classroom. The video zooms are a way for teachers and parents to celebrate and share the student's successes.

We use several methods of assessment to assess academic progress but also progress made in all categories in the Educational Health and Care plans (EHCPS)

- Language and Communication

- Cognition and Learning

- Social Emotional Mental Health

- Sensory and Physical

We continue to ensure that all learning outcomes should be **meaningful, purposeful** and **developmentally appropriate.**

In planning activities teachers take account of:

- What are students learning?

- Why are they learning it?

- How are we helping them to learn it?

We are grateful to those parents who have already sent in photos of work completed at home.

Teachers use a programme called Evisense for evidencing progress made towards their EHCP outcomes. The programme allows teachers to link students EHCP objectives to a piece of evidence, like a photo or a video so all learning is captured and recorded.

Social Communication Emotional Regulation and Transactional Support

The SCERTS framework is embedded in all our work. This means we work collaboratively with parents and carers to develop transactional supports (strategies) during all remote learning to meet the child/young person's needs.

We aim to develop the areas of social communication and emotional regulation in a child/person centred way.

SCERTS provides a framework and curriculum with the following rationale:

- ☺ The best outcomes for result when we work on social competence. (Social Communication)

- ☺ There is a risk of a loss of wellbeing if emotional issues are not addressed. (Emotional Regulation)

- ☺ The transactional supports enable our students to engage with their learning so that it feels predictable (Transactional Supports)

We will continue assessing to see what the child can do already in terms of their social communication and emotional regulation in their natural setting. We will then build on their abilities using the appropriate communication level. SCERTS objectives form part of the Educational Health and Care Plan outcome setting process that teachers incorporate into all their teaching and learning to provide meaningful curriculum activities and support.

The core areas in the SCERTS Framework are:

Social Communication – a core skill that helps students make their needs known and building social relationships.

Emotional Regulation – a core skill that enables students to maintain a well-regulated state optimal for learning.

Transactional Support – is a way we offer a supportive approach by giving verbal positive encouragement building trust and providing visual systems to help students to engage.

Some examples of transactional supports / visual supports we might use. We can share these resources to use at home if it helps your child to engage and make better progress.
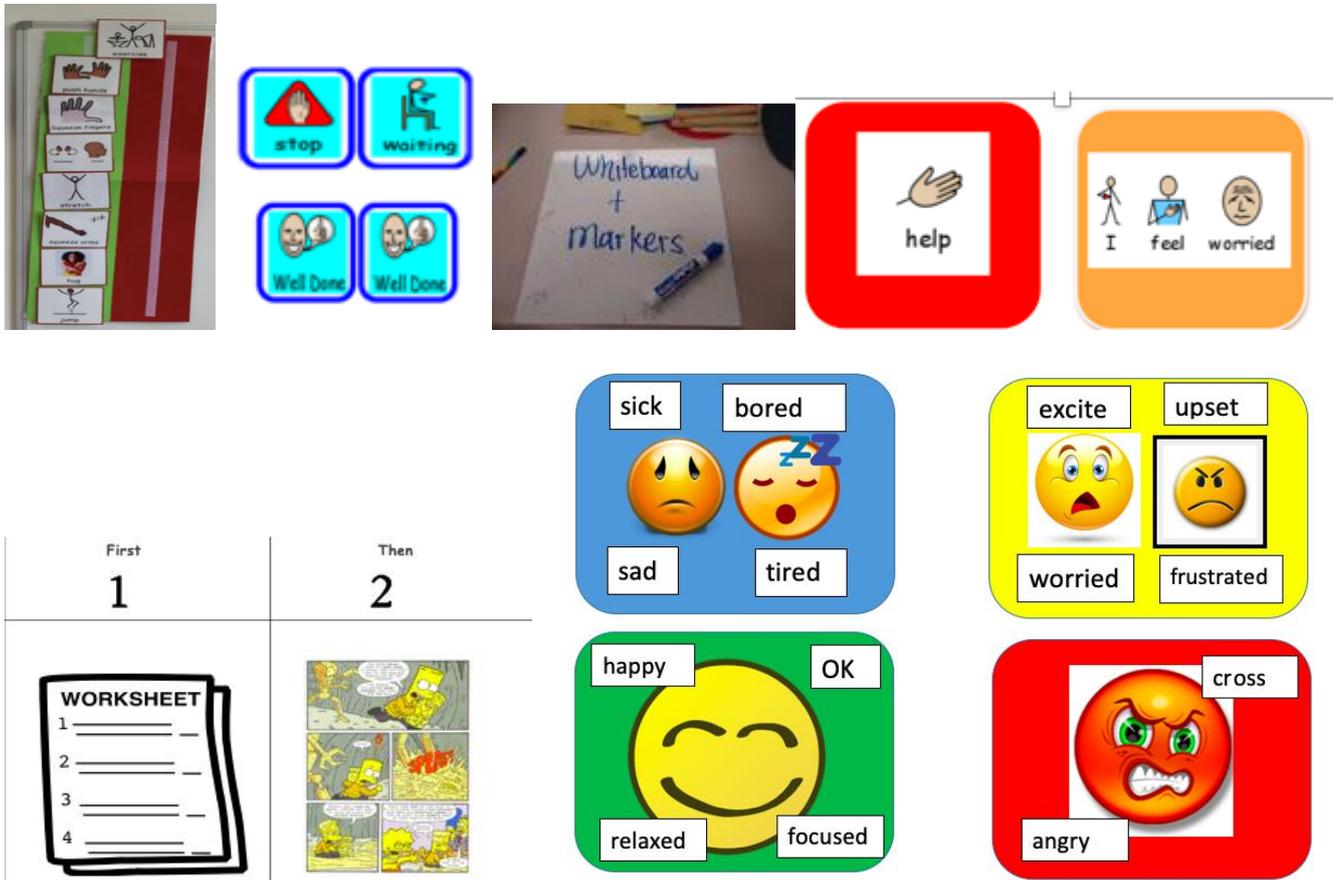
Thank you!

Thank you for your ongoing support of the school. The positive feedback we have received has been really appreciated by all of us here at Oak Lodge. Please do not hesitate to get in touch if you have any issues, queries or concerns.