

## **Remote teaching and learning MSI 4<sup>th</sup> February**

Chair; Michelle Jones

Notes ; LH (not Michelle's fault!

### **What has been achieved**

Direct teaching and support - individuals, groups, classes  
Practitioners have been working with children at home and at school. Has worked well where parents are confident and had equipment and good internet connections but also causes problems if not. Adults who had hearing loss also found it difficult to use remote tools

#### **Assessment**

Assessment has been an ongoing difficulty. Some have tried to use formal assessments but this is difficult. The more successful ones are ongoing – with people we know – rather than formal and initial. It can be difficult to engage child and maintain attention and reliance on another adult's understanding (who is putting things into practice) can be difficult.

However, it did make us focus on what was actually essential in terms of observation (eg. especially a single eg. 3 hour observation) and what was already happening from discussion with parents and professionals which can be done in other ways. This could help us to prioritise what we actually want from an observation, which might, particularly for less able children, be pupil voice and perspective.

#### **Delivering staff training**

Staff training has continued to be delivered and has attracted a wider audience in some cases and been quite successful. This has included pre-recorded materials followed up by live video questions. However, it's been tough because e.g. school staff are working really hard at the moment and sometimes doing training in their own time.

#### **Meetings**

We have found meetings – easier but also more difficult. Virtual meetings are easier to arrange but they are also more difficult - there are no real opportunities for important, short conversations with individuals (which used to happen round the meetings).

But multi-disciplinary teams with multiple staff contributing has gone really well, and HI and VI teachers working together.

#### **Working with families**

Phone calls have always been used as key to communication with parents – and this may be more useful than video calls.

Pre-school and parent meetings have also been successful and have meant that distances in large counties for example can be overcome. However this is not always the same as meeting face to face, especially for parents.

Parents have been supported by coaching activities and by virtual coffee mornings with topics based on parent questions – for example, things that siblings could do with their learners for example

### Social and peer support

Peer group interaction for learners very difficult. One county has been putting in remote joint online activities (such as treasure hunt) for VI pupils and HI pupils and MSI pupils can join. Others sent in photos for a newsletter and this helped to set up an online group with various activities such as art competition.

### Lessons learnt from pandemic

- assessment process- might be much more focused for a face to face element in future, with a clearer focus on what can actually be seen in the meeting and what needs collecting in other ways
- the importance of working groups in our services through sharing experiences which has lead to increased confidence and top tip sessions
- opportunities to share sessions with other people – ‘eavesdrop’. In Wales 2 people is a safeguarding requirement!
- how we might prioritise our face to face time – what can be done best that way and what can be done other ways.
- importance of IT support for children’s equipment and for staff - e.g. developing videos on how to fix radio aids, but also how to use Teams etc.
- training online can be really effective and brought people in. But it’s not quite the same without some classroom experience - blended learning. Sending out training packages and then meeting afterwards works well.
- online meetings are useful but miss out on the connections and on the opportunities to chat about important work issues
- virtual pre-school groups have been strong and supportive – bringing in slightly different people from a face to face service, but both might be useful. Parents miss the support from each other.

### Good practice stories- certainly of things to retain?

Helping a sister to act as intervenor for her deafblind sibling. It has worked well and empowered both.

A local charity randomly selected supplied an apple device to a pupil with no digital access- within a week! Enabled more able pupil to keep in touch and also importantly to keep staff in touch with his communication methods.

Pupils getting bored and finding time on their hands – habilitation specialists have been doing video cooking sessions and sending recipes home with lists of equipment and approaches. Great for vision, smell and bonding!

A hab specialist teaching cane skills by video call in the garden. Great to see

Using braille lego to play boggle with the family!

### What will we go back to? (If/when we can)

## Blend and balance

Use both remote and live experiences

Balance these to provide good access to as many as possible.