

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education at The Oaks Community Primary School when children are asked to remain at home.

Remote Teaching and Learning

At the Oaks community primary school, our remote learning at home will reflect the same curriculum that we teach within school. There may be some adaptations to the way in which this curriculum is taught; however, it is important that we continue to teach the same broad and rich curriculum that we offer within school.

Our teaching staff are committed to ensuring a timetable of learning that engages the children in the core subjects of Phonics, Reading, Writing and Maths every day. Additionally, the core subject of Science and the curriculum subjects of History, Geography, RE, PSHE, PE, Computing, Music, Drama and MFL will be taught once a week online subjective to our year group curriculum maps.

As well as our teaching staff providing purposeful and exciting lessons, many of our providers including The Story House in Chester (for the Arts), MGL (for Computing) and Vara Sports (for PE) are offering either video links or creative lessons to ensure that our teaching is culturally rich, that our children understand the importance of all the subjects within the curriculum and that they are supported with ideas to develop their learning away from the computing screen.

Remote Learning Times

In accordance with the Department of Education's recommendations, teachers will allocate learning for the following times each day:

Key Stage 1	3 hours a day
Key Stage 2	4 hours a day

Accessing remote education

How will my child access any online remote education you are providing?

To ensure that our remote learning is tailored to the different age groups that we teach, we use two online learning platforms.

Reception and Year One

Individual tasks will be uploaded each day to class dojo. This is the platform that the children use within school and the parents and pupils are adept at using.

Year Two – Year Six

A timetable of work will be uploaded each day to Google classroom. As part of the Computing lessons throughout the autumn term, the children have been taught how to access and use Google classroom effectively.

Additional activities can be accessed online for Mathletics, Times Table Rockstars, Numbots, Myon, Bug Club, SPaG.com and further subject specific platforms.

Support for accessing remote learning at home

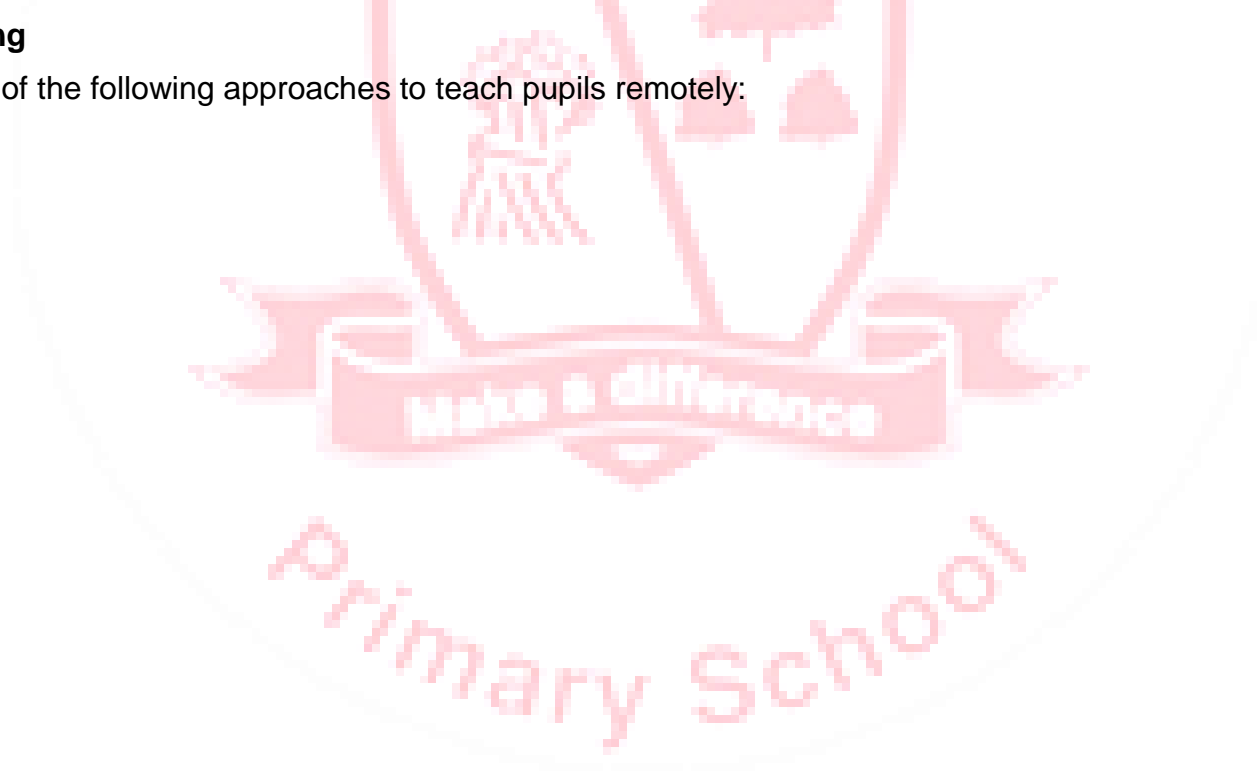
As a school, we recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We prioritise families without internet access or a suitable device for the loan of technology and we are building our capacity of this on a week by week basis. This is in line with our School Development Plan key priority where every child will have access to a device within our three-year plan. Through weekly phone calls and teacher online contact with children, as a school, we are continually reassessing whether our pupils are able to effectively access the remote learning offer that we are providing. When we feel that this is not effective, or children need more assistance, we are providing additional methods; for example, for those few children not able to use a device, we are providing weekly paper packs from the school office.

The SLT work with subject leaders to reflect on the remote learning offer for their subject in relation to the functionality of lessons being set by teachers. Through consultation with parents and collaboration with teaching assistants, we have co-constructed an accessible, well-balanced and high-quality remote learning offer that support family's well-being.

Teaching and Learning

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



Daily

Teachers will provide daily writing, reading, phonics (Rec-Y2) and maths lessons. These will consist of a recorded teaching input and an opportunity to either practise or apply this learned knowledge. The recorded teaching input can come from a variety of sources, dependent on subject, including but not limited to: White Rose and The Oak National Academy. In the event that a teacher cannot find an appropriate teaching video, they will create a short video modelling learning and expectations.

Weekly

Teachers will continue to offer the subjects outlined in their year group overview. These may include (dependent on year group): Science, History, Geography, MFL, The Arts, RE, PE and PSHE. The teaching and learning outcomes of these lessons will be dependent on the teacher's planning and the objectives within each subject. Teachers may use videos and or slides to complete their teaching input. The outcomes of the teaching include, but are not limited to:

- Photos
- Videos
- Outside activities
- Research (computer or dictionary/encyclopedia)
- Speaking activities (drama/retelling/maths facts)
- Online activities each day e.g. Mathletics
- Physical Activity (e.g. PE)

Engagement and feedback

Child Engagement Expectations

As a school, we understand that this a difficult time and families may be working from home in addition to the expectations of home learning.

We expect all children to engage daily with the work set by teachers. As a teaching staff, we are constantly working hard to improve our offer; ensuring high-quality lessons, differentiation for SEND and EAL and clear direction for all children. This is to enable all children to want to engage with the lessons at home. If children are not engaging with home learning, the school has a plan in place to allow a personal approach from the class teacher.

Using feedback from parents, teaching staff and children, we set our Y2-Y6 lessons so that they can be accessed as independently by children as possible. For the children in Reception and Y1, our online lessons allow for parent contribution and then an independent activity if the child is able to do so.

Each teacher completes a supportive yet adaptable daily timetable as a suggested structure of the day. As a school, we are fully aware that parents working from home and other measures may not allow the timetable to be completed in the suggested way. Therefore, teachers set lessons to be completed as and when suits the family timetable. Through constant communication with families, teaching staff are able to assist parents and carers with any issues that may arise. Children and families are also able to contact the teacher throughout the day via their online learning platform.

Teachers feedback to the children using these online learning platforms throughout the day. Where possible, they adhere to the in-school marking policy.

Engagement is monitored by the remote learning lead, which is fed back to the headteacher and other SLT members. Where engagement is lacking and teacher motivation is not effective, the remote learning lead will contact the family to create a positive strategy personalised to that family situation.

Child Engagement and Parent Contact

As the teaching staff would in school, teachers will check daily if children are engaging with the learning online. In accordance with the school's marking policy, they will give feedback on all pieces of work via the child's online learning platform. For those children working from a paper-based learning pack, the teacher will call them at least once a week to provide purposeful feedback on work completed.

Initially, the class teacher will get in touch with the family if they are concerned. In addition to this, the remote learning lead, the pastoral lead or the headteacher will inform the family if they have additional concerns for the child's well-being or educational needs.

In order to determine how much intervention needs to be made by the school, all our children in school have been categorised into red, amber or green dependent on the level of well-being concern from school. All families will be contacted a minimum of once a week.

Children's Feedback

As a school, we deem feedback incredibly important for our children and their families. Where possible, the teacher will feedback on the child's work in accordance with the school's marking policy.

So that children know where they are up to in their learning, to support teacher workload and so that parents can gage progress, we use diagnostic apps such as Times Table Rockstars, Mathletics, SPaG.com and Accelerated Reader for some amount of subject practice. Writing and Reading lessons will be marked daily. Maths lessons which are not provided by an online platform (e.g., Mathletics), will also be marked by the teacher.

For curriculum subjects where the outcome is written, the teacher may mark with a positive comment to encourage engagement. If teachers or teaching assistants feel that the feedback is not effective, they will alert the remote learning lead who will continually assess this.

High-quality work and sustained levels of engagement are celebrated by all members of the school community during a Friday Celebration assembly.

Children with special educational needs and disabilities (SEND)

Within school, we recognise the importance of differentiating lessons so that every child can access the learning online as independently as possible. Teachers will adapt their lessons accordingly and use specific interests of the child if necessary. If the teacher feels that this is ineffective for the child, they will discuss this with the remote learning lead or the SENDCO to ensure that every child within school is making the relevant and appropriate progress during this time at home. Using online videos of themselves, teachers are able to cater through specific instruction and explanation to all learning levels within the class. In addition to this, teachers may also use videos from Oak National Academy for specific needs such as speech and language.

As a school, we are in constant contact with all of our parents to ensure that all children, including SEND, can access the learning.

For younger children within school, specifically those in year one and reception, activities and learning have many open-ended questions. This allows SEND children and those of a low ability to access the learning. Differentiated activities, especially in phonics, cater to all levels within Reception and Key Stage One.

Whilst we appreciate that children with EAL are not necessarily SEND children, we use many of the strategies above to make our learning inclusive. In addition, we use BIG English and Readingwise to support rapid acquisition of new words.