

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 where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: 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?

If the school is given any notice, then the children will take work home to complete that continues the learning journey planned for that week. If no notice is given, this will be sent electronically via Google Classroom (KS2) and Tapestry (KS1).

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will make adaptations in some subjects. For example, we carefully plan for parts of the curriculum that do not rely heavily on school based/specific equipment or resources.

Remote teaching and study time each day

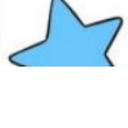
How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3
Key Stage 2	4

Example timetable:

EYFS & KS1

	8:40am - 9:00am	Magic Breakfast!	
	9:00am - 9:30am	Morning Tapestry Challenge or Wake Up Shake Up!	
	9:30am - 9:40am	Mrs Bridle's Morning Registration on Google Meets	
	9:30am - 10:30am	Phonics and English Remote Learning	
	10:30am - 11:00am	Break Time!	
	11:00am - 12:00pm	Maths and Topic Remote Learning	
	12:00pm - 1:00pm	Lunch Time!	
	1:00pm - 1:50pm	Play Based Learning / Outdoor Learning	
	2:00pm - 2:15pm	Mrs Bridle's Afternoon Registration on Google Meets	
	2:15pm - 2:30pm	Spelling Shed or TTRS	

KS2

8.45 – 9.45	9.45 – 10.30	10.30 – 10.40	11.00 – 12.00	12 – 1pm	13.00 – 14.00	14.00 – 15.00	15.00 – 15.10
Literacy	Maths	Registration LIVE	Foundation / Topic Session 1	LUNCH	Foundation / Topic Session 2	Spelling Shed; TT Rockstars; Newsround	Registration LIVE

Accessing remote education

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

- All families receive a Parent Mail message on a Friday or Saturday which details any important information (meetings codes for example) and has attached to it the learning grid and supporting resources for the following week.
- All learning grids are published on the school website on a Friday afternoon.
- Parents who have requested paper copies can collect these from 9.30 on a Monday morning from outside the main school office. Our family liaison team deliver packs and additional resources throughout the week to families who are unable to collect.

Early Years and Key Stage 1

- Tapestry accounts are held by every family in EYFS, year 1 and year 2.
- The learning grids are published on Tapestry in addition to daily challenges, reflections and live phonics sessions for Early Years. Families can view, comment, share work, questions and photos.
- Each class has their own Google Meet link that the families use to join their daily registration twice a day.
- There is an email address for Early Years and Key Stage 1 for families to use if they'd prefer.

Key Stage 2

- There is an email address for the lower and upper key stages for families who are working mainly offline to use to share learning and get feedback, ask questions or arrange a 1:1 session (for which a Google Meet link is shared).
- All children in key stage 2 have an email address and password. They can use this to create their Google account and subsequently join their Google Classroom.

If my child does not have digital or online access at home, how will you support them to access remote education?

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:

- The school will issue a questionnaire periodically to assess what families accessibility to remote education is and consider how best to support this in its whole school remote education offer and bespoke family by family case.
- Parent/Carers can call the school (563732) at any time to discuss any support they may require.
- The school takes up all opportunities from the government, which enables them to support with increasing families' data or receiving a wireless dongle so that children can get on line.
- Pupils can collect printed out packs of home learning each Monday morning from school and again on Wednesday from the school's 'Top up Table'.
- Parent/carers are able to submit the child/rens work by taking a photo of it and emailing it to the teachers keystage email account.
- The school has a designated IT support person to support families throughout the week.

How will my child be taught remotely?

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

- Live sessions - morning registration (lesson intro/support) and afternoon 'playtime'.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Google Classroom in KS2 to complete and 'turn in' work.
- Printed paper packs produced by teachers (e.g. weekly learning grid overview & worksheets)
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such as BBC Bitesize.
- Long-term project work and/or internet research activities.

Engagement and feedback

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

- Our expectations for all pupils' is that engage fully with the remote education planned for them. The school has taken on board parent feedback as well as several other factors to ensure that the learning we plan is accessible to all.
- Parents are asked to fully support the schools expectations whilst their child is at home. Please contact your child's teacher (in the first instance) if your child is not engaging. Also, please don't hesitate to get in touch with Suze Keynes or Mrs Crabb if you would like additional guidance and support with managing the schools home learning expectations.

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

- The children's attendance at morning registration is expected. Any child not in registration will have a phone call home (the same as they would if they were not in school). If the school has any cause for concern about regular attendance, they will contact the EWO and work together with the family to ensure that engagement improves rapidly.
- Any work not turned in (KS2) and minimal parent contributions on Tapestry (EYFS/KS1) recording their children's learning, will trigger a phone call from the class teacher and then a member of the Senior Leadership Team should the child's engagement not improve.

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

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- We will continue to use feedback methods that the children are familiar with in school where appropriate.
- Where there are common misconceptions across a class, 'live sessions' will be used to address and 'reteach'.
- Tutor time for individual children who are stuck and struggling to move on with their learning. Parents attend this session so that they can help in the future.

Additional support for pupils with particular needs

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

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Telephone Calls or virtual meetings from our Team to offer parents advice and support. Some children are offered a check in to support any anxieties and needs they may have.
- Leaflets of suggested activities
- SEN Packs for individual needs for SEN Support and EHCP's

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Children who are not in school because they are self isolating will be exposed to as similar diet as possible to their peers who are in school. Each week the teachers plan to meet the needs of the children who can work online (through Google Classroom entirely) and those who have limited internet access who need to work from a paper grid, using mobile data or limited internet to register twice each day or watch short stimulus or explanation clips to support or enhance their learning.
- There may be differences in the wider curriculum opportunities on offer when on the school site, accessing Forest School or our large playground and PE equipment for example.
- Activities planned for children to access when self isolating take into account the variety in number of siblings at home, living accommodation, outdoor space, time and resources available to our families. Each week we have a 'Top up Table' and delivery slots available for our families to request – a wide range of equipment is on offer to enable children at home to complete learning tasks – this can vary from reading packs prepared by teachers to art materials or protractors!
- Feedback for children who are self isolating can happen 'in person' as they can request via email or Google Classroom a 1:1 session in which their teacher, or another teacher working remotely that week, can explain a task, give further examples or general encouragement. This may not be as instant as for the children in school but we do have an active team of staff working remotely to minimise the waiting time and maximise the potential learning.