



Oakham C of E Primary & The Parks School Remote Education Provision: Information for Parents/Carers



Rationale

Oakham C of E Primary and The Parks School is committed to providing continuity of education to its children during the Coronavirus Pandemic and will do so through a process of remote (online and offline) learning.

There have been periods during the academic year where individual children and whole classes are unable to attend school due to COVID-19. Currently, we are experiencing a lockdown which has resulted in partial school closure and subsequently for many children remote education is now being offered.

The type of learning that we will provide when children are absent from school for reasons relating to COVID-19 will be known as 'Remote Learning'. This contingency plan shows how we intend to provide this remote education and recognises that it presents considerable challenges for all concerned: school staff, parents and children.

Remote learning will be available to individual and groups of children who are absent from school and self-isolating due to circumstances related to COVID-19, but who are not suffering with related symptoms and are too unwell to learn. The remote learning provision does not apply to children who are absent due to sickness and there is no obligation for the school to provide continuity of education to children who are absent from school in contravention to school or government guidance. This may apply for example if parents choose to take children on holiday during term time or in the current pandemic if parents make the decision, without the agreement of the school, to keep their child at home 'as a precaution' which goes against official guidance.

The 3 main scenarios in which Remote Learning will take place are as follows:

- Scenario 1: A larger group of children such as a class needing to self-isolate for a period of time, due to a positive test result within the bubble. Staff working in this bubble would also need to self-isolate and unless ill would work remotely.
- Scenario 2: Whole school closure due to local or national lockdown.
- Scenario 3: Individual children who are well, but self-isolating at home due to COVID related absence.

Aims

This contingency plan for remote learning aims to:

- Provide clarity and transparency to children and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.
- Ensure a consistent approach to remote learning across the school
- Make explicit the different types of remote learning available to children and the different scenarios in which they would apply.

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

The remote curriculum: what is taught to children at home

We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. This is detailed below. The Department for Education's (DfE) expectation is that all children not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. A child's first day, or two, of being educated remotely might look different from our standard approach, depending on each individual circumstance, while we take all necessary actions to prepare for a longer period of remote teaching and ensure that plans can be implemented effectively. In all cases parents and carers will be clearly informed of the expected timelines.

What should my child expect from immediate remote education in the first day or two of children being sent home?

Scenario 1 and 2. When the school is instructed to close a cohort/bubble, children will have already been sent home with at least one exercise book for remote learning. This book will not be the one that has been used in school and is to be kept at home for the purpose of remote learning. Children will also be sent home with reading books that are appropriate to their stages of development. The time of day at which the school is instructed to close a cohort/bubble and each individual circumstance will determine when the usual remote education will start. We will always make our best endeavours for the usual remote learning offer to start at the latest one full day after notification. Until the staff have had sufficient time to plan and produce the usual offer children should read (using their reading book) practice their times tables/number facts (using TTRockstars and/or NumBots) and complete any MyMaths and spellings which may be set for them.

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 will endeavor to offer children a 'broad and balanced' curriculum which is very similar to the curriculum that would have been received in school. Remote learning will look slightly different for different year groups depending on their age and stage of development.

In The Parks School, children learn best when exposed to a variety of learning styles (visual, auditory and kinesthetic). The Parks children have a bespoke educational package and we will endeavour to provide specifically themed activities, tailor-made to the current developments for each child.

Initially telephone calls will be made by the Lead Teacher and Nursery Nurse to all parents to find out how they would like to receive remote learning support and resources. The support will be delivered by e-mail, Class Dojo or Tapestry. Where appropriate, we may also offer to loan resources, eg games/ sensory gym ball. The passing on of resources will need to follow the Government Guidelines during the pandemic. The volume of activities will depend on whether the child is part-time or full-time. Follow-up interaction with parents will be on an individual level, in response to, and appropriate to, the methods preferred by each parent.

For our current families we find that the most successful way of communicating ideas for remote learning to is via photographs. We send a minimum of five activities each week to parents this way. The learning activities are often ideas which either require no resources, those easily sourced at home or easily obtainable from nature without cost. In addition to this we will signpost parents to resources on-line such as White Rose Early Years Maths video lessons and

phonics videos at the appropriate level for their child. The videos feature Teachers speaking directly to the children, so that the parents do not have to do the teaching.

In EYFS, our younger learners need a more kinesthetic/ exploratory approach to learning in shorter, sharper bursts. Their suggested timetable will be posted on Class Dojo and include:

- A virtual welcome and outline for the day (this will take the form of a daily recorded video message by the class teacher (or familiar adult) which will be posted on Class Dojo).
- 20-30 minutes - pre-recorded daily phonics session.
- 20-30 minutes -pre-recorded Oak Academy daily writing session.
- 20-30 minutes -pre-recorded Oak Academy daily maths session.
- A virtual 'touching base' for the afternoon and an outline of the learning. (This will take the form of a daily recorded video message by the class teacher or familiar adult which will be posted on Class Dojo).
- 10 minutes daily mindfulness (yoga, meditation, mindful colouring, etc).
- 20-30 minutes of - 'Child led learning.'
- 20-30 minutes of daily Numbot practice.
- 15 minutes of daily reading.
- The afternoon sessions will end with a virtual class reading session (this will take the form of a daily recorded video message of the class teacher (or familiar adult) reading a section of the class' shared reading book which will be posted on Class Dojo).

In addition, the class teacher will provide feedback via Tapestry. We will also use Class Dojo to communicate with families. Parents can post photos/ observations to their child's Tapestry account and the class teacher can provide written comments/ feedback.

The remote education provision in Years 1-6 will be posted on Class Dojo and will include:

- A virtual welcome and outline for the day (this is pre-recorded by the class teacher).
- 30 minutes Active 8 – Joe Wicks (or a similar physical education activity).
- 45 minutes- pre-recorded Oak Academy daily writing session.
- 45-60 minutes -pre-recorded Oak Academy daily maths session.
- 45 minutes- reading comprehension lesson (Oak Academy or Book/Picture Talk).
- 15 minutes - spellings (on the words provided). (KS2).
- 15 minutes timetables learning on TT Rockstars (KS2).
- 30 minutes- grammar or phonics/ handwriting (KS1).
- 10 minutes daily mindfulness (yoga, meditation, mindful colouring etc).
- 60 minutes- afternoon foundation subjects; sometimes, an afternoon session can consist of one subject.
- The afternoon sessions will end with a virtual class reader session (this is a pre-recorded clip of the class teacher reading a section of the class' whole shared reading pledge book).

We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make adaptations in some subjects for all year groups.

For example:

- P.E. – it may not always be possible to follow the curriculum, such as games, because this involves groups of children participating together; some areas of P.E. require specialist equipment which families may not have at home.

- Design and Technology (DT) – not all families will have access to some specialist resources that are needed for some cohorts’/bubbles’ units of work.
- Music – some aspects of the Music curriculum require access to instruments so the curriculum may be changed in order to facilitate the continued learning of Music at home.
- Science investigations – some cohorts’/bubbles’ Science unit investigations require specialist resources which not all families will have access to, at home, so investigations will be adapted so they are accessible to all.

Therefore, these units will need to be adapted so that they can be accessed from home.

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 children broadly the following number of hours each day:

Primary school-aged children	<p>The DfE expectation is that primary schools set work that is of equivalent length to the core teaching children would receive in school, and as minimum:</p> <ul style="list-style-type: none"> • KS1: 3 hours a day, on average, with less for younger children (EYFS). • KS2: 4 hours a day on average. <p>We intend to <u>offer beyond minimum expectations</u> whilst also understanding that all individual family circumstances are all different and families should use their best endeavours to support it without it causing any undue stress or worry.</p>
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Accessing remote education

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

We are using Class Dojo as a main platform for communicating remote education plans. All parents in school have a Dojo account for their child. Each class has their own page with a weekly timetable where the links for each learning intention are attached to the appropriate day. Remote learning will include a weekly timetable of learning intentions and links to associated resources which is then broken down into lessons for each day. The majority of the digital content is from the Oak Academy video lessons and accompanying resources which include daily assessments and marking of them. (The lessons are endorsed by the Department for Education for providing high quality, well-sequenced learning opportunities and are all delivered by qualified teachers. They are engaging and comprehensive and will provide fluency with work covered in school).

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 children may not have suitable online access at home. Where parents/carers need support with digital devices or access to appropriate internet access they should contact the school office or the class teacher through Class Dojo. We take the following approaches to support those children to access remote education:

- Children who require an electronic device, and have internet access at home, will be able to loan a laptop from school (where resources allow). We sent a survey home to all parents before lockdown to gather this information. Where circumstances change parents/carers should make the school aware by either contacting the school office or the class teacher through Class Dojo.

- Where we can support by providing a device this will need to be collected from the school office. When the parent/carer arrive to collect it they will be asked to sign an agreement to say they have it in their possession, will use it only to support remote learning, will ensure the equipment is carefully looked after and understand that it will need to be returned, remaining school property. This device must be returned to school on the child's first day of return.
- Through the Government portal the school can apply to the 'Get help with technology service' for an increase data allowances on mobile devices to support disadvantaged children in years 3 to 6. This scheme temporarily increases data allowances for mobile phone users on certain networks (EE, O2, Sky Mobile, SMARTY, Tesco Mobile, Three, Virgin Mobile, Vodafone). To be eligible for this the family must provide school with certain information and they must meet all 3 of these criteria:
 - They do not have fixed broadband at home.
 - They cannot afford additional data for their devices.
 - They are experiencing disruption to their face-to-face education.
- If increasing mobile data is not a suitable option for some children, or if a mobile network cannot process a request, school can also request 4G wireless routers through the Local Authority.
- Families who are unable or choose not to access the support above will be provided with paper-based remote learning packs. The first of these paper-based remote learning packs have already been provided to the children in preparation for a potential isolation period. Subsequent packs can be collected from school at an agreed, mutually convenient time.

How will my child be taught remotely?

We use a combination of the following approaches to teach children remotely: Remote education provision will consist of:

- In EYFS, pre-recorded teaching sessions – please see above.
- In Years 1-6, pre-recorded teaching sessions – please see above.
 - Daily paper resources produced by teachers (e.g. worksheets). These will be available from our school Class Dojo pages, under 'Class Story', uploaded as a PDF, using the hyperlinks on the class' weekly timetable.
 - Reading books children have at home.
 - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. These will be available using the hyperlinks on the class' weekly timetable.
 - Pre-recorded teaching (e.g. White Rose Maths, Oak National Academy lessons).
 - Use of the Class Dojo portfolio for the handing in of work and subsequent feedback from teachers.
- Parents & carers are able to email staff or contact them through Class Dojo with any questions or issues regarding home learning. Teaching staff are available throughout the usual school day 8:45am – 3:30pm.
- Telephone calls, where needed, to motivate, to remind children of learning expectations and/or to address issues that may have been identified in relation to engagement.

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?

In the event that a cohort/bubble is instructed to close therefore resulting in the provision of remote education, we expect children to engage daily with their learning: in KS1, a minimum of 3 hours a day, on average, with less for younger children (EYFS) and in KS2, 4 hours a day.

We expect parents/carers to continue to support their children's independence, by allowing them to make mistakes that they can then learn from and reinforcing their 'Power Thinking' skills when completing tasks. This is a vital part of the learning process. Parents are reminded that they are not expected to teach their children. However, we would expect parents/carers to encourage their children to fully engage in the remote learning and provide technical assistance or where appropriate to help children access the remote learning materials.

Exact expectations surrounding parental support depend very much on the age, stage of development or special educational needs of the pupil. We would not expect a significant demand on parents'/carers' to help or support with their child's remote education provision. We appreciate that one size doesn't fit all and that every family has different circumstances.

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

Feedback will be provided frequently (dependent on how often children upload their work to their Dojo portfolio). As a result of this frequent, high level provision of contact/feedback, we will monitor individual pupil's engagement with learning. In some instances, for example 'TT Rockstars/ Numbots' teacher can monitor how regularly children are logging on and engaging with the activities/ tasks set for them. Class teachers will feedback to Senior Leaders regarding their class' levels of engagement. Where there are concerns, these will be discussed and acted upon immediately. In the first instance a class teacher will message the parent via the Dojo messaging facility. If the situation does not improve the class teacher will make a phone call home to the parents to discuss what could be done to improve the situation. If engagement still does not improve the Team Leader for the year pair will telephone parents/carers to ascertain the reason/s for not engaging so that we can work together to overcome any barriers/issues and/or adapt provision as soon as possible.

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

Feedback can take many forms and does 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:

- Feedback will be provided on an individual basis in the form of a written comment that is attached to uploaded work in the portfolio as appropriate.
- Class teachers will determine which pieces of learning require feedback and will communicate this clearly to all children and parents/carers.
- The possible sharing of individual work by teachers on the class story to praise, celebrate and inspire others.
- There may also be occasions when children's work and progress are assessed through the use of low stake quizzes which may or may not involve the use of Knowledge Organisers or in longer pieces of writing.
- We may ask parents to upload a photograph of their low stake quiz results by means as an assessment.

Additional support for children 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 children, for example some children 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 children in the following ways:

- We will work with parents/carers, who have children with SEND, so that we are able to put into place reasonable adjustments, as necessary, so that children with SEND can successfully access remote education provision.
- We will review our expectations for the amount of hours expected dependent on the individual and provide activities that are closely aligned to the child thus personalising learning so that it is more accessible for children with SEND.
- Additional or different resources will be provided to enable appropriate participation in remote learning.

Remote education for self-isolating children

Where individual children 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 staff being unable to support the children both at home and in school. This will take a similar format to that of whole class isolation with access to the Oak Academy lessons, but the daily teacher videos not be able to take place. Whilst staff will endeavour to support those at home, it is unlikely they will be able to respond to any communications from home until the end of the school day. Children will be able to upload their learning to their Class Dojo portfolio and teachers will endeavour to provide feedback following their daily teaching commitments.

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

Scenario 3. A remote learning resources pack will be sent by the class teacher via Class Dojo to the parent of the child isolating. This will re-visit core skills and foundational learning so that the child benefit from revisiting and consolidating knowledge. There will be an expectation that children will complete a daily maths, literacy and topic task in addition to daily reading, TT RockStars or Numbots and practising high frequency spellings during the period of self-isolation.