



Oaklands Infant School



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 if 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.

A message from Corvus Learning Trust

Please be aware the Government altered the School National Restrictions Guidance on January 7th, this contained further information on remote education. It shared altered expectations for a range of aspects including the delivery, feedback and assessment of remote education as well as access to technology and engagement from learners. As you can imagine this has been an undertaking for each school and each want to provide the best offer of learning and support for all pupils at home and at school. Please be patient with us, as you may have noticed adaptations to our practice during the past few weeks and we are sure we will continue to alter our provision over the coming weeks.

The remote curriculum: what is taught to pupils at home

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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate.

However, we have needed to make some adaptations in some subjects where the resources used may not be available at home. Therefore, teachers aim to adapt activities as appropriate, adding pictures, resources and additional website links to support learning.

Each week, remote education consists of a range of activities: daily activities for English, Maths, Reading, Phonics and Topic - Topic covers a range of subjects including Science, Geography, History, Art etc. The objectives covered are from each year group and would be for topics and learning normally taught in school at time of closure. They are from our well-sequenced curriculum, planned so that knowledge and skills are built incrementally, with some new concepts taught and practised in each subject so that pupils can progress through the school's curriculum.

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 number of hours each day as shown below.

	Subject Area	Time
Infants	Phonics	20mins
	Reading	20mins
	English	40mins
	Maths	40mins
	Number fluency	15 mins
	Topic	45mins
	Total	3 hours
Note: Government guidance states primary schools should provide on average 3 hours a day, with less for younger children.		

Accessing remote education

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

Class teachers set remote activities and upload to the school website or via Tapestry, for Foundation Stage. If you have any problems accessing this please contact the school office.

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:

- In specific circumstances, children without access to technology at home may request to borrow it from school. This can only be agreed upon if there are devices available that are not in use.
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on the school's discretion and the needs of the child and their family, as well as a wide range of other factors.

How will my child be taught remotely?

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

- recorded teaching (video/audio recordings made by teachers e.g. Oak National Academy lessons)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Oxford Owls eBooks and /or reading books pupils have at home
- Remote learning activities can include:
 - handwriting and fine motor skills
 - spellings and tricky words
 - phonics
 - maths – White Rose
 - Oak Academy – writing and topic
 - PE – Cosmic Yoga
 - Charanga – music

We have chosen to have a combination of activities and pre-recorded teaching as we think this is the most effective way to support the children. Teachers ensure pupils have a range of activities so they are not exclusively working on a screen.

We are planning to hold regular Teams calls with children, which might include reflecting on previous learning and check in with classmates and staff. We have made the decision not to film the live teaching in school. At primary level the results are varied; the teacher moves around the class, children ask questions, which may not be relevant for others, and for safeguarding reasons, only the teacher can be on screen. For children at home, the lesson would appear disjointed and not the best use of time. In addition, live teaching requires children to login at specific times and for parents with siblings, on multiple devices, this would not only be problematic but also restrict flexibility for parents needing to work from home. We have to ensure our model of remote education is sustainable. If multiple staff have to isolate or become unwell, then providing live learning for all pupils would prove impossible. Therefore, the model we have in place aims to engage and motivate the children, whilst practically supporting parents.

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?

Expectations for pupils' engagement with remote education

Assuming that a pupil is healthy and well enough to work, pupils are expected to participate as fully as possible in the remote learning process. If there are questions about the learning, these can be directed to the teacher via the class email account and will be responded to, within a reasonable timeframe.

We do expect children to engage in the learning as much as possible, but we appreciate that the learning needs to be purposeful, achievable and stress-free.

Expectations of parental support

We appreciate parents valuing their child's education and in the current climate, parents are supporting learning as best as they can. Following the suggested timings will give structure and routine to the children's learning. For younger children this may involve supporting with the technology they find challenging. As always, the safety of our children is paramount. So, we ask parents to have full awareness of what their children are accessing online and what their activities are. Any passwords or links given should be protected and not shared.

If parents have any concerns about their child's learning they should raise these with the class teacher, admin or Headteacher.

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

Checking pupils' engagement with remote education

The regular Teams calls and class email account, are the platforms that allow interaction, assessment and feedback. Teachers will monitor these and children and parents can also ask questions via the class email account, to support their understanding.

Action where engagement is a concern:

Teachers will be in regular contact with the children to monitor both academic progress and their general wellbeing. Teachers feedback to SLT, particularly if there are concerns or a lack of communication so that we can work with families to rapidly identify effective solutions where engagement is a concern.

The school has a list of vulnerable families, as classified by DfE, who attend during school closure. If the children cannot attend, regular contact will be made with these families. If a vulnerable child needs to self-isolate, the school would notify their social worker/family support worker.

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

Feedback can take many forms and may not always mean written comments for individual children.

Teachers will provide feedback for pieces of work in the form of acknowledgement and verbal feedback.

Under normal circumstances, not all pieces of work are formally assessed by the teacher; this would continue to be the case for remote education. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book.

All teachers continue to teach in school so they are needing to balance this along with remote learning so feedback cannot be instant. This could also be the case if a teacher is unwell during a period of remote learning, feedback may vary dependent on staffing levels.

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.

Teachers will ensure that work has differentiated options as required, for all pupils when setting tasks. The children with EHCPs are in school, as the DfE has classed these children as vulnerable and we will work to ensure their needs are met in in-line with section F of their EHCPs. Personalised learning will be provided for any child with an EHCP who is not attending school and is working at different age-related expectations to their cohort. In addition, the SENDCo/class teacher will maintain contact with pupils/parents on the register with regular support, by email or phone.

How will you work with families to deliver remote education for younger pupils, for example those in foundation stage?

We have adapted our remote education to suit the needs of younger children - it still follows our EYFS curriculum and principles. There are a range of activities that support both traditional learning (English, maths and phonics) as well as topic-based activities that support all other areas of the EYFS curriculum. Several of the activities each week, may encourage the children to engage with the rest of their family as part of the learning. The activities are a range of practical and written work, using the same strategies and methods we would use at school therefore not always requiring a screen. We will continue to use Tapestry as our way of communicating with our families. Teachers are continuing to use observations in school for the children of critical workers and vulnerable children, as part of our ongoing assessment process.

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?

For those children required to stay off school due to isolation, teachers will select appropriate activities for the year group that complement the learning taking place this term or look at key skills. These will be available on our school website or via email. Parents will need to decide whether their child is well enough to undertake the learning. Teachers will be responsible for teaching in school during the day, therefore are only able to provide feedback at intervals across the week.