



Remote Education
Provision:
Information for parents
Date: January 2021

Remote education provision: information for parents

This information is intended to provide clarity to pupils and Parents/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 of this page.

Please see the link below for each class' timetable and a guide to Google Classroom

<https://www.oldfield.ealing.sch.uk/Remote-Learning-Timetables/>

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

It is likely that the transition to remote education will happen with very little notice when triggered by a confirmed case in the class or a wider school shutdown. Therefore, the teachers **MAY** postpone the first lesson until mid-morning on the first day. Within this time the children may complete work set in the **INDEPENDENT WORK** in Google Classroom; this work will be review or application of previous work that children can access independently without parents/ carers needing to introduce new content.

If the class teacher is unable to work due to illness or looking after family who are unwell, we may postpone live teaching until the second day.

The Remote Learning Curriculum

We 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.

Our main live teaching focus will prioritise the core subjects, following the existing Schemes of work from the Literacy Tree and Abacus Maths. We will ensure that there is the opportunity to cover all subjects in the Curriculum but non-core subjects may rely on more reference materials and outside links such as BBC Bitesize.

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	Amount of time
EYFS	2 hours but broken into small chunks
KS1	3 hours
KS2	4 hours

Accessing remote education

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

Oldfield Primary School uses Google Classroom as the main reference point and document vault for our online learning. Each class has their own classroom where the teacher can set assignments, post announcements and leave feedback for submitted work.

We use Zoom for Live lessons and the links for these sessions are posted in the main feed of each 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 Department for Education has issued the school with 35 Chromebooks to distribute. We have initially prioritised children who we know have limited internet connectivity from the survey we conducted at Parents' Consultation Evening, in the first instance those on this list who are in receipt of Free School Meals. We also considered those families who indicated that their siblings were sharing a device or that the only computer was needed for an adult working from home.

Due to the limited amount of laptops, we are unable to give more than one device to each family and arrangements would be made with the class teachers on how families that needed to share one device could be supported with printed materials.

The school has a small number of hot spots devices with 4G SIM cards that can be loaned to parents with no internet connectivity. We have a larger amount of SIM cards that can be distributed to families to use with existing devices.

Younger children, particularly those in EYFS and KS1 who cannot connect to the internet will more likely receive printed copies of the work rather than the loan of a device.

Work may be posted or handed into the school for the attention of the classteacher. Pre-addressed and stamped envelopes are available on request.

Devices are only loaned for the duration of the any school closure and must be returned to the school on reopening. All Chromebooks are controlled by the school management system and can be disabled remotely when inappropriate use is detected. The Headteacher may decide that some families, depending on circumstances can continue to borrow the device on the reopening of the school or class bubble.

If you have a school laptop and no longer use it, then please e-mail: admin@oldfield.ealing.sch.uk to arrange a return.

How will my child be taught remotely?

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

- Live teaching (online lessons through zoom) Up to 2 hours per day in KS1 and 3 hours at KS2. Children learn with their classmates, join in discussions and may work in a smaller group with teachers
- Recorded teaching (e.g. Oak National Academy/ BBC Bitesize lessons, video/audio recordings made by teachers)
- Resources and worksheets on Google Classroom which can be printed or used as information for written work on paper. Printed paper packs produced by teachers (e.g. workbooks, worksheets) in circumstances when internet access is an issue.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences My.uso.im includes Purple Mash, Espresso, Busythings. Mathletics, Reading Eggs and Times Table Rocks Stars. Passwords for these sites are found in your child's planner or reading record.
- We guide children to appropriate websites or Reading Eggs for research e.g. DK Find Out! | Fun Facts for Kids on Animals, Earth, History and Espresso.

The dynamic of teaching online is very different to the presence of a teacher in a classroom. Within a school, a teacher has more opportunities to continually change the lesson throughout by judging pupils' immediate responses to tasks. This is known as **"assessment for learning."**

While an element of this is still possible with online teaching, for the moment teachers are using their professional judgement to adapt their teaching in the following ways:

- Working with a small breakout room with fewer children within parts of a lesson; this requires a greater expectation of independence from other children within the main session.
- Opportunities for pupils to self-mark within a lesson so pupils can indicate whether they need more support.
- A greater focus on embedding previous learning and ensuring retention of knowledge. New content will be introduced more slowly if the prior learning is not in place.
- Sessions may contain more opportunities to incorporate short, fun and engaging games not necessarily related to the learning objective. This could be physical exercise, a puzzle or a "virtual playtime." These are important to maintain concentration and give the children the social interaction they need.

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?

Parents must make themselves familiar with the learning timetables and the school's expectations:

- All pupils should be online and punctual, for the start of each lesson.
- Children should be dressed appropriately (no pyjamas) and have the required equipment ready for the start of the lesson.

- Pupils' cameras should remain on when teaching is taking place so that teacher can talk to individuals and ensure no inappropriate behaviour is taking place.
- Children should participate fully in each lesson, as they would be expected to do in school. They should not be playing with other devices or watching television.
- Children must have been provided with breakfast in order to concentrate fully on the lessons presented.

We encourage families to keep to routines as much as possible with meal times and bedtimes, screen breaks and time outdoors to enable children to keep mentally and physically healthy during time at home. We also encourage regular screen breaks to prevent eye strain.

We expect children to login to the live sessions as much as possible. We understand that siblings may be sharing devices but in such cases the class teacher may discuss a reasonable expectation with each family.

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

Parents/ Carers are expected to use Google Classroom with their child and check that assignments have been uploaded. Adults can also opt to enter their e-mail into Google Classroom to be alerted when assignments are due.

Teachers can immediately assess engagement through attendance in online lessons. Work is expected to be uploaded daily and teachers keep a record of this through Google Classrooms. We note attendance and will check in with phone calls to keep contact when children are not online

It is important for children's well-being to keep in contact and in routine with their teacher and classmates. We will call parents and carers to offer support if needed.

Records are sent to the Leadership team every week and families who struggle with online learning will always be given support. When the engagement from families is below a level we would expect given any mitigating circumstances, the parents/carers may receive a formal letter from the Headteacher.

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

We will monitor children's work via Google Classroom and feedback on their progress. This is most effective in real time, when children are given an immediate indication of how they are doing so that they can make improvements. Providing answers after a task allows the teacher to gauge which children may need assistance.

While we will acknowledge the submission of each piece of work on Google Classroom, through a read receipt or short comment; we will provide in-depth feedback for two pieces of work each week- usually Maths and English. This in-depth feedback will provide a more detailed record of strengths and areas for development; and, will give next steps for corrections and/ or redrafting.

Work submitted late will not be assessed but will be followed up with parents/ carers at a later date.

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

Mrs Lorrimore the Assistant Headteacher/ SENDCO will monitor/ coordinate the provision for these children during 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:

- Adaptation of tasks and lessons by the Classteacher/ Teaching Assistant who may decide to differentiate specifically or work with a smaller in a break out session within a whole class session.
- Ongoing support such as Speech and Language interventions and catch up programmes will be continued during school closure through remote education, or in person for children onsite.
- Some SEND children may be invited into school to attend so that they can receive the extra support within school. This will depend on each child's individual needs and the staffing capacity during wider school closure.
- SEND children may be prioritised for an additional device if they share with siblings.

When the child is question is at higher risk of complications due to underlying health conditions, Mrs. Lorrimore will ensure that as much support as reasonably possible will be given remotely.

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

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

Where possible, the teacher may stream some of the lessons directly from their classroom; however, there will be activities provided in the **ISOLATION WORK** folder that will mirror the curriculum taught in class.

What are the expectations of the teachers?

During a lockdown or isolation of a whole class, teachers are expected to provide an average of 3 hours face to face contact a day which may be more if they feel certain children need support. This will not necessarily include the whole class during this time.

In the remainder of the time, teachers follow up pastoral issues with parents over the phone, particularly with children who struggle with online learning. With children who are confident with working independently and are attending sessions regularly, the family may not need to be contacted as regularly.

When teachers are absent, children in their class may be invited to join the live lesson of the parallel class wherever possible. At times, where in-service staff training is required, independent work will be set in place of a live lesson. The school feels that supply teachers for short term staff absences is not appropriate for online learning.