Oakhurst Community Primary School
Educating at Home

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1. <u>Remote education provision: information for parents</u>

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 document.

1.1 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.

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

Upon being notified that your child(ren) will need to be educated at home as a result of national restrictions, local restrictions or entire cohort (or bubble) closures, the following things will happen:

For children in the Early Years Foundation Stage (EYFS):
- Parents will access Tapestry using the log-ins they received in September.
- In the event that a parent is not connected to Tapestry, they can contact the EYFS lead for log-in details.
- Parents will receive notifications about Zoom sessions and will be sent through home learning PowerPoints via email.

For children in Key Stage 1 (KS1) and Key Stage 2 (KS2):
- If it is the first time your child(ren) has had to do this, they will be provided with the following:
  - a **Gmail email address**
  - **password**
  - **parent guide to using Google Classroom**
- This login information can be used to access the child(ren)'s email account.
- In their inbox, there will be an invite link to join their **Google Classroom**.
- In the event that this email has been deleted in error, or the link is no longer active, the parent may request a **Google Classroom Class Code** to facilitate joining the class.
- Within the assigned **Google Classroom** folders, parents and carers will find all of the resources needed to educate their child(ren) at home.

1.3 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 endeavour to ensure that we provide the same curriculum remotely as we do in school wherever possible and appropriate. However, some adaptation and/or adjustment may need to be made in some subjects. For example, when our Physical Education Specialist delivers sessions in school,

children at home will be provided with separate learning links which will be more accessible within home learning environments (space, access to equipment etc.).

2. <u>Remote teaching and study time each day</u>

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

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:*

Key Stage 1	3 hours a day on average across the cohort, with less for younger children*
Key Stage 2	4 hours a day*

*Oakhurst Community Primary School have not independently decided these figures. They have been prescribed by the Department for Education (DfE). (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

3. <u>Accessing remote education</u>

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

*Please see the aforementioned section entitled '***What should my child expect from immediate remote education in the first day or two of pupils being sent home?'**

At Oakhurst Community Primary School, we believe that educational provision should be continuous whether based in school or at home and endeavour to facilitate, wherever possible, seamless provision without unnecessary interruption.

3.2 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:

- If a family requires the loan of laptops or tablets to pupils, they should send an email to admin@oakhurst.swindon.sch.uk
- If a family requires the loan of devices that enable internet connection (for example, routers and dongles), they should make contact with the school by telephone (01793 734754)
- If families do not have access to a printer at home and/or would prefer physical printed copies of home learning materials, they may collect a '**Home Learning Pack**' for their child(ren).

These can be found in clearly marked containers inside the school entrance foyer located at the front of the school.
- If pupils do not have online access and would like to submit work to their teachers, they may drop this off in the school foyer when they pick up their new **Home Learning Pack**.

3.3 How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:
- live teaching (online lessons)
- recorded teaching (Oak National Academy lessons, White Rose Maths lessons and video/audio recordings made by our teachers)
- printed **Home Learning Packs** produced by our teachers (e.g. worksheets and supportive resources)
- reading material for pupils to engage with at home
- commercially available websites supporting the teaching or specific subjects or areas

4. **Engagement and feedback**

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

We would ideally like our pupils to engage with their **Google Classroom** home learning on a daily basis so as to have as close an experience to the learning happening in school as possible. For this reason, we have set out **daily assignments** within **Google Classroom**. However, we are sympathetic to the challenges faced by parents working from home and appreciate that they may need to take a more flexible approach to timetabling. In order to support the children's progress towards end of year Age Related Expectations (ARE), it is of utmost importance that our pupils engage with the assignments and complete associated tasks and activities.

In order to facilitate learning at home, it is important for parents and carers to provide support. Depending on the age of the child(ren), the level and extent may vary. Here are some suggested ways that parents and carers can support their child's learning:
- setting routines to support your child's education
- assisting with and participating in discussions and discussion based activities
- talking about misconceptions (misunderstandings/mistakes)
- providing lots of positive praise and encouragement

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

Staff at school, including your child(ren)'s teacher will regularly review engagement with **Google Classroom**.

When work and/or activities have been completed in relation to daily assignments, your child(ren) has the opportunity to '**turn in**' to their teacher. This enables the teacher to view your child(ren)'s work.

We would politely ask that any time you '**turn in**' work that you send an accompanying message to your child's teacher via **Google Classroom** as this will prompt an automatic email alert to the teacher. This will mean that they can engage with the '**turn in**' at their earliest convenience.

Where there are concerns regarding a child(ren)'s non-engagement with home learning, school staff will make contact with parents and carers over the phone in order to discuss what the potential barriers are. The purpose of this conversation will be to jointly problem-solve to find a solution and facilitate future engagement with home learning material.

4.3 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 home learning feedback follows a similar ethos to our approach to providing feedback in school.

Our approach to feeding back on pupil work is as follows:
- Comments may be left in response to work that is '**turned in**' as part of learning assignments on the **Google Classroom**.
- During daily live/pre-recorded videos, the teacher may share verbal feedback in response to the completed work and activities from the previous day.
- The teacher will not physically leave their mark on the material that is turned in (as per our school's marking policy).

Your child(ren)'s teacher will aim to provide some form of feedback, in-line with the methods outlined above, on a daily basis. As our staff are in school teaching children who are entitled to a school place, we would appreciate patience and understanding in relation to receiving feedback. Simultaneously managing on-site and home learning activities will present its own set of challenges in school, too.

5. <u>Additional support for pupils with particular needs</u>

5.1 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:

How we work with families to deliver remote education for pupils with SEND:

- Children with an EHCP will be encouraged to attend School.

- Where children are in receipt of high needs funding, they will be offered additional zoom calls to support the delivery of teaching, learning and personal well-being.
- All children identified on the provision map for a pastoral intervention such as: ELSA or Drawing and Talking will receive these via zoom where possible and where staff capacity allows.
- All children identified on the provision map for an academic intervention such as; Precision Teaching, Speech and Language and Number Stacks will receive these via zoom where possible and where staff capacity allows.
- Where a child with SEND does not attend School and is considered vulnerable, a member of staff will endeavour to make weekly contact with the family and child to check in and offer advice and support.

In relation to the delivery of education for younger pupils, for example those in Year 1, Reception and Nursery, we aim to provide an increased number of live/pre-recorded video resources to support them with home learning.

6. 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?

Our approach to providing home learning for those pupils who are self-isolating follows a similar approach to that which has been outlined above, but for the following adjustments:
- **Home Learning Packs**
  - If parents or carers would like a physical, printed copy of resources, they should make contact with the school and request this (they would not be automatically left in the school foyer as with national or local whole cohort/bubble closures).
- **Google Classroom**
  - There may not be any live/pre-recorded audio or video recordings made by the teacher.
  - Pupils who are self-isolating should not expect a response from their teacher on Google Classroom during the hours that children usually attend the school.