

Remote Education Offer



St Oswald's Church of England Primary 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 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?

In the event of a whole bubble dropping, we will endeavour to begin our remote learning timetables, including live lessons, as soon as possible. Should a bubble be sent home during the day, live lessons will begin the following morning at the latest. Children can access home learning documentation during the day of a bubble closure whilst staff prepare for the following day's remote learning.

In the event of an individual needing to self-isolate, home learning documentation is instantly available via the school website, and therefore home learning can begin without delay.

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 are extremely proud of our broad and balanced curriculum at St Oswald's, right from Reception up to Year Six. When learning online, children will be taught a wide range of curriculum subjects across the week. Our curriculum is carefully designed to be as broad as it possibly can during these times, and for any areas of the curriculum that cannot be covered during remote learning, a plan is in place for these aspects to be taught on children's return to school. For instance, some subjects, such as design technology, require very specific resources that many children will not have access to at home, so in response, we will be dedicating additional time to practical aspects of design technology once back in school. Other subjects like music, art and PE have equally had to be adapted for similar resourcing reasons, with a greater focus on certain objectives over others. For instance, in music, children will focus their remote and home learning around sustained listening primarily, and when we return to school, composition will be given a greater focus as a wider range of instruments will be available.

Remote teaching and study time each day

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

Based on our timetables, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	2 hours and 15 minutes
Key Stage 1	3 hours and 10 minutes
Key Stage 2	4 hours and 15 minutes

Accessing remote education

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

The vast majority of remote learning across school takes place on Google Classroom, including live lessons and follow-up activities. Children are also directed to further websites/apps, such as Oxford Owls, Reading Plus and Times Tables Rockstars, along with others outlined by teachers in individual lessons.

For home learning, children will follow Oak National Academy lessons and again access the aforementioned websites and apps.

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:

There is a named member of staff, Ali Conway, whose role includes monitoring and issuing laptops to children who would otherwise be unable to access remote or home learning. In consultation with the senior leadership team, our family support worker (Andrea Scott) and with the wider school staff, Ali Conway will determine families who qualify for laptops, routers or dongles. We work closely alongside OpenZone - based at the Word - to provide support to families struggling to access online material. Parents can also get in touch with OpenZone, either via the school or directly, should they wish. It is not necessary for our families to print materials: our teaching staff plan lessons in a way that do not require worksheets to be printed.

How will my child be taught remotely?

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

At St Oswald's, our remote learning offer includes three live teaching lessons per day for all classes. In most year groups (Y1-Y6), each of these sessions last 20 minutes. In Reception, live sessions are often only 10 minutes in length. All live lessons then have follow-up tasks linked to them. Staff will dedicate specific time in live lessons to ensure that children understand what their follow-up tasks are and how to complete these, before children then independently complete these activities away from screen. Children can then submit work to their class teacher for feedback via Google Classroom. Staff follow policies and procedures around marking and feedback, including grading work, providing praise and, if necessary, corrections and next steps for all learners who have submitted their work.

For children home learning, pre-recorded Oak National Academy lessons are to be accessed for maths and English teaching. A longer-term project approach is taken across the curriculum in these circumstances as children access big questions relating to their current topic.

As previously referred to, websites and apps like Reading Plus and Times Tables Rockstars allow staff to monitor the progress of learners and interact with children, too.

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?

Children are expected to engage with remote and home learning. When children have a noticeable period of absence from remote learning lessons within a week, contact is made with families to offer support in helping their children to begin accessing the content again. Registers are taken at each of the live lessons to track attendance. It is expected that pupils submit work to their class teacher. Those who don't are offered further support around how to do this and reminded that feedback to support learning can only be offered upon the completion and submission of work to teaching staff. Parents are reminded to encourage their child/children to engage with online learning, and support is offered with this in the form of online tutorial videos put together by Andrew Richardson and Ali Conway. Phone calls and emails are also used to maintain contact with families regarding remote learning engagement.

In the case of an individual self-isolating, staff will check in with the family of the child on a weekly basis (and often more regularly) to offer support and monitor engagement in home learning. Parents are asked to encourage their child to engage in all home learning activities, and work can be submitted to staff via email (as these activities aren't set in the same way as remote learning tasks are, children will not submit work via Google Classroom).

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

Engagement in remote learning is monitored on a daily basis. This is done by checking attendance on the register and monitoring who has and has not submitted classwork. As a school, we look to email parents of children who show a pattern of not being present in live lessons across a given week. We also look to track patterns in absence, such as a child not being present in the first lesson of each day but attending the subsequent two. For those children who do not submit work, comments are added to Google Classroom and emails are sent to parents offering support with how to submit work.

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:

Instant live feedback is provided during live teaching lessons. Work that is submitted from Y1-Y6 is graded 100 for objective achieved, 50 for progress towards objective and 0 for objective not achieved. Some assessments, such as those completed using maths.co.uk, are marked automatically online and children are able to see their scores at the end of such assessments.

Children in Reception receive a comment without a grading due to the nature of their tasks not always lending themselves well to a grading system.

All pupils receive feedback on a daily basis, and this

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:

We have considered very carefully the needs of all children when planning our remote and home learning curricula. ILPs have been adapted in order to consider and incorporate remote and home learning. Whilst class teachers remain in regular contact with children with SEND, our SENCO (Jayne Dixon) also contacts our families and is available from Monday-Wednesday for parents of children with SEND, should they have any specific queries about work or accessing resources. High-quality first wave teaching in all classes means that work is differentiated at least three ways, ensuring that children of all abilities are provided with stretch and challenge. Providing individual feedback to work allows staff to offer targeted support to SEND pupils and all pupils alike. This feedback can be provided in audio format as opposed to typed messages to support those children who have difficulty with reading (whilst this also provides a more personal feel to feedback for all children).

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?

As referred to in previous sections, at St Oswald's, we distinguish between "remote learning" and "home learning". The former refers to learning outside of school that happens across a whole bubble; the latter is when an individual is learning from home whilst their classmates are in school. As outlined, those completing "home learning" will follow the home learning timetable, which requires children to follow Oak National Academy lessons for maths and English. This allows for a sequence of lessons to be followed in these core subjects that can be joined and left at any point in the year. For science and foundation subjects, children will follow their class' medium term plan, which contains a number of big questions to respond to and online links to use in support.

For most subjects, home learners will be completing the same work that is going on in class. However, in maths and English, Oak National Academy lessons will not necessarily align with units that children are being taught in class at the time of self-isolation. As a school, we encourage home learning children and their parents to enquire about what their class are completing in school during their period of self-isolation. Class teachers are always keen to share current learning and teaching in maths and English and home learners may look to complete some of the activities being completed in class in order to maintain consistency and aid their transition back into school. The key here is good communication between school and home across the period of self-isolation. Despite this, Oak National Academy remains the default maths and English sessions for home learners, as recorded explanations are provided alongside worksheets, meaning some children will find it easier to learn from home using this website than attempting to complete current classwork without the benefit of live teaching and feedback.