

Ovingham C of E First 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. This should be read in conjunction with the [information](#) from the DfE on Remote Education.

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 on the first day or two of pupils being sent home?

If children have been sent home to isolate, work will be made available on the first day of full absence on Google Classroom for children to access. This will mirror what children are working on in class. Where possible some appropriate work may be available on the same day.

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 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 in terms of the order of curriculum delivery and practical subjects such as Science, PE, Music, DT and Drama have adapted these to ensure they are accessible at 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 pupils broadly the following number of hours each day:

Reception	Children are provided with work equivalent in length to the core teaching pupils would receive in school. This would be <u>up to 3 hours a day</u> and includes any teaching time as well as time for pupils to complete tasks and assignments independently. An important part of the Early Years Curriculum is learning through play and exploration, this will be taken into account in the lessons planned for each day.
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Key Stage 1	Children are provided with work equivalent in length to the core teaching pupils would receive in school. This would be <u>at least 3 hours a day</u> and includes any teaching time as well as time for pupils to complete tasks and assignments independently.
Key Stage 2	Children are provided with work equivalent in length to the core teaching pupils would receive in school. This would be <u>up to 4 hours a day</u> and includes any teaching time as well as time for pupils to complete tasks and assignments independently.

Accessing remote education

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

Children will access all work via google classroom. Some children in Nursery or Reception may also access work via Tapestry or Class Dojo.

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:

Parents of children who cannot access online work at home have been asked to contact admin@ovinghamfirst.northumberland.sch.uk outlining their area of need. Queries and questions will be directed to the appropriate class teacher who will respond.

If children need a laptop to access the remote learning, the school will try to provide one with the parent/carer being asked to collect if one is available. If parents are struggling with internet access, they are asked to contact the school office so we can support them with this.

If children are still struggling to access the technology needed they will be offered the opportunity to attend school (only applicable during lockdown).

How will my child be taught remotely?

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

Children will access learning via google classroom. During lockdown, lessons will be provided in a range of different formats, this may include pre-recorded, video links, written tasks or web links for each child to access. Children (during lockdown) have been provided with a recommended schedule for each day. For partial closure (where groups of children are isolating, the school will be mirroring the curriculum on offer to all pupils, this may be delivered in different forms that may include, where appropriate, live lessons, pre recorded, links to websites such as Oak Academy or written instructions. Children will be asked to submit work at least once a day to their class teachers and feedback will be given

at regular intervals. We aim to provide feedback to at least once a day, using comments, verbal feedback, class messages, Mote or pre-recorded messages.

We will use a combination of the following:

- Oak Academy Learning Platform
- Pre-recorded teaching (video/audio recordings made by teachers)
- Direct pupils to subject specific websites such as Oxford Owl (for additional work)
- SeeSaw/Tapestry apps
- Twice weekly live 'check ins' with class teachers

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?

During lockdown children are expected to check into their Google Classroom and self register by 10am. If children have not checked in by then phone calls will be made by a member of staff. Children should aim to submit at least one piece of work each day to their class teachers, with a minimum of 3 to 4 pieces a week. If children do not submit regular work their class teacher will contact parents via telephone. If children are still not engaging, children will be contacted by a member of SLT or the Head Teacher. We would ask you to talk to children about their work and support them in following the tasks set on their timetable. For Partial closure we would expect children to follow the procedures above.

Where necessary, during lockdown class Teachers & Teaching Assistants may carry out a welfare telephone call to each family, including vulnerable and SEND children when appropriate to give parents the opportunity to ask any questions and provide additional support. This is also an opportunity for us to signpost support to help those children struggling during lockdown.

Class teachers will host a regular (at least twice weekly) 'check in' using Google Meet with their class outlining the week ahead. There will be the opportunity to celebrate pupils work and successes with their peers, this may be via Google Meet, website gallery or through Google Classroom.

Through these check ins any safeguarding concerns will be recorded via the normal CPOMS process by staff and managed through the DSL team. During partial closure children will still have additional wellbeing phone calls if it is appropriate.

Suggested Daily Schedule

8.50 - 9.30	Check in - ready to learn
9.00-10.00	English
10.00-10.15	Break
10.15-11.15	Maths
11.15-11.30	Break
11.30- 12.30	Foundation Subject
12.30 - 1.30	Lunch
1.30 - 2.30	Foundation Subject (KS2 only)

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

Children are expected to check in daily (see above) and submit at least one piece of work each day. If your child is struggling with their on-line work or you have any queries, please contact the class teacher either by Google Classroom or email the office who will direct your questions to the classroom teacher who will either call or email depending on the issue. Teaching staff will only respond during working hours and it may be after 3pm as many teachers will still be teaching pupils who are currently in school.

Parents will be contacted if children do not check in regularly. Parents will also be contacted if children do not respond to their class teacher regarding engagement with their on-line work. If children are still not engaging with their work staff will highlight this on the centralised tracker. This will then be followed up by the SLT or Head Teacher.

For partial closure teachers will communicate with classes directly regarding their work.

Parental Concerns

If parents have concerns about on-line work or concerns regarding student well-being, they should contact the class teacher, via the admin email address.

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:

Full or Partial Closure

Classes will follow the school assessment guidance and will be checking children's work regularly. (see above). Classwork may be acknowledged by a comment on google classroom, written feedback on an assignment, via Tapestry, a mark for a quiz etc.

Where children are self isolating and the majority of children are in school children will be assessed using the same assessment methods as those in school.

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:

Where appropriate, any SEND student will receive 1-2 phone calls a week via their class teacher and teaching assistant to provide additional support and guidance. Teachers will

provide an adapted offer via Google Classroom which meets the needs of individual pupils. During lockdown any SEND student who continues to struggle will be offered the opportunity to come and work in school so that children and families can be supported by staff.

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?

Please see information above with procedures being outlined for partial closure.