Oakley Vale Primary 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. We have 3 Phases to our provision

- **Phase 1** – Pupils waiting for a test or test result.
- **Phase 2** – Pupils self-isolating or a class/bubble closure
- **Phase 3** – Partial or full school closure

See Appendix 1 in our Remote Learning Policy at the end of this document for the specific provision related to each of the PHASES

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 or in the case of waiting for a test/result (Phase 1)?

- Provision of home learning pack – issued immediately on notification of absence.
- Bespoke provision for SEND pupils based on need.
- Expectations that a minimum of 4 hours work per day should be provided.
- Expectations that work should be clearly structured via a daily timetable.
- Contact made in line with **Educational, Welfare & Safeguarding CONTACT PROTOCOL (in our Remote Learning Policy appendix 2).**

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? (Phase 2 or 3)

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 for example physical education and some practical activities where resources are not available 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:

Key Stage 1 Reception, Year 1 & 2	Maximum of 4 hours per day
Key Stage 2 Years 3, 4, 5, 6	Minimum of 4 hours per day

Accessing Remote Education

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

All remote learning can be accessed via the **HOME LEARNING TAB** on the school website and then selecting your child's **YEAR GROUP TAB.**

- Website newsletter provides a range of learning for children as well as signposting them to**…**
    - Relevant learning activities identified via Oak National Academy with appropriate links provided in line with the curriculum expectations for the year group.
    - Relevant learning activities identified via BBC bitesize (via website & television red button) in line with the curriculum expectations for the year group.
    - Purple Mash or Education City learning activities in line with the curriculum expectations for the year group.
    - Links to relevant online content in line with the curriculum expectations for the year group.
    - At all times work will be meaningful and relevant to the curriculum offer the children would be entitled to in school and does not need to include all the above.

    OR

- Work pack provided by class teacher, relevant to the curriculum offer the children would be entitled to in school with accompanying book so a record of individual pupil's work can be kept as part of their on-going teacher assessment information (if there is limited access to technology at home)

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

- All links to recorded lessons will be provided in the website newsletter which can be found by accessing the **HOME LEARNING TAB** on the school website and then your child's **YEAR GROUP TAB**

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 approach to support those pupils to access remote education:

- Work pack provided by class teacher, relevant to the curriculum offer the children would be entitled to in school with accompanying book so a record of individual pupil's work can be kept as part of their on-going teacher assessment information.

- We will talk to you about how best we can support you with remote learning and where possible provide bespoke support.

How will my child be taught remotely?

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

- Recorded lessons by teachers
- Reading books pupils have at home
- Printed paper packs produced by teachers
- Relevant activities identified via Oak National Academy with appropriate links provided in line with the curriculum expectations for the year group.
- Relevant recorded learning activities identified via BBC bitesize (via website & television red button) in line with the curriculum expectations for the year group.
- Relevant learning activities identified via commercially available websites – White Rose Maths, Purple Mash or Education City in line with the curriculum expectations for the year group
- Links to relevant online content in line with the curriculum expectations for the year group.

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?

- We expect pupils to engage with the home learning every day. They should where possible follow their daily timetable.
- Complete work in their **Remote Learning Books** by the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Notify teachers if they are not able to complete work (e.g. if the pupil is unwell).
- Be respectful when communicating or raising concerns with remote learning.

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

- Weekly telephone contact
- Monitoring of Purple Mash & Education City logins
- Monitoring of Tapestry logs for Reception
- Social Media participation
- Year Group Emails responses with examples of work attached
- Verbal feedback when parents are collecting work packs.
- Daily feedback from emails and work sent in.
- Maintaining spreadsheets on all children's learning engagement

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

Feedback can take many forms and we are using a range of strategies to support pupils learning.
- End of unit/weekly quizzes.
- Work being submitted from home
- Weekly contact from class teacher /Remote Learning Lead
- Open email policy.
- Reviewing work in Remote Learning Books.

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:

- Bespoke timetables
- Bespoke resources & learning packs to address learning and targets
- Designated section on website
- SENDCO reviews all learning to ensure it is appropriate based on need
- Direct weekly contact from SENDCO to review learning with family

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above? (Phase 1 Provision)

- Provision of home learning pack – issued immediately on notification of absence.
- Bespoke provision for SEND pupils based on need.
- Expectations that a minimum of 4 hours work per day should be provided.
- Expectations that work should be clearly structured via a daily timetable.
- Educational & welfare contact made in line with protocol (appendix 2).
- Move to Phase 2 provision in the event of positive test or need for self-isolation.

Oakley Vale Primary Remote Learning Policy

Approved by:	Emma Goodwin	Date: 8.12.20
Last reviewed on:	8.12.20	
Next review due by:	July 2021	

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.

2. Rationale

In the event of the following outlined below the school is committed to providing continuity of education and will do so through a process of remote learning.

- children being absent from school waiting for a COVID test or test result (Phase 1)
- child/ren being absent from school due to self-isolation (Phase 2)
- closure of a class (Phase 3)
- closure of a bubble (Phase 3)
- partial school closure (Phase 3)
- full school closure (phase 3)

3. Roles and responsibilities

3.1 Teachers

- Ensure all children have **Remote Learning Books**
- Provide appropriate learning as set out in the table below (appendix 1) ensuring that advice is sought from the SENDCO to ensure children identified as SEND receive appropriate learning based on need.
- All teachers are expected to speak to children and parents at least once a week during phase 2 & 3. This call will provide them with opportunity to clarify additional support required by parents as well as discuss work and provide verbal feedback to pupils. (appendix 2).
- All teachers are expected to respond to any daily email communication from parents seeking clarification and/or support with learning.
- Teachers are responsible for providing marking and feedback on the work completed in children's **Remote Learning Books.**

3.2 Teaching Assistants/Cover Supervisors

- Working with teaching staff of the year group, support with the carrying out of pupil welfare calls (appendix 2)

3.3 SENDCo

- Liaising with class teachers to ensure that the remote learning is accessible to all pupils and that reasonable adjustments are made where required (bespoke learning)
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

3.4 Senior leaders
- Ensure all children in their phase have **Remote Learning Books**
- Andy Buffham will co-ordinate remote learning across the school and will ensure Website newsletters and links to online activities are uploaded by 9.00am the day after notification of closure (class/bubble/school)
- Phase Leaders will monitor the effectiveness of remote learning via regular meetings with year group staff - both teachers and support staff.

3.5 Designated safeguarding lead
- Julie Baulch, DSL will work with teachers & support staff to set up a plan for carrying out pupil welfare calls. (appendix 2)
- In liaison with the Julia Baulch, DSL, teachers and support staff will be responsible for carrying out pupil educational support calls for all children at Phase 2 or 3. (appendix 2)

3.6 Pupils and parents
Staff can expect pupils and parents to:
- Complete work in their **Remote Learning Books** by the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Notify teachers if they are not able to complete work (e.g. if the pupil is unwell)
- Be respectful when communicating or raising concerns with remote learning

3.7 Governing board
The governing board is responsible for:
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact
If staff have any questions or concerns about remote learning, they should contact the following individuals:
- Issues in setting work – talk to your Phase Leader as the first port of call then to Andy Buffham.
- Issues with behaviour – talk to your Phase Leader.
- Issues with IT – contact RM in the usual way.
- Issues with their own workload or wellbeing – talk to your Phase Leader.
- Concerns about safeguarding – talk to Julia Baulch.

5. Safeguarding
All aspects of the school's safeguarding policy apply even if children are learning remotely. CPOMS must be used to record any safeguarding concerns in the usual way.

6. Monitoring arrangements
This policy will be reviewed annually. At every review, it will be approved by the Principal and Remote Learning lead.

Appendix 1

Phase	Remote Learning Expectations
1	**Individual children awaiting a test or a test result – not self-isolating.** • Provision of home learning pack – issued immediately on notification of absence. • Bespoke provision for SEND pupils based on need. • Expectations that a minimum of 4 hours work per day should be provided. • Expectations that work should be clearly structured via a daily timetable. • Educational & welfare contact made in line with protocol (appendix 2). • Move to Phase 2 provision in the event of positive test or need for self-isolation.
2	**Individual or small groups of children self-isolating or having tested positive for COVID 19.** • Work pack provided by class teacher, specifically linked to learning that peers are undertaking in class. • Bespoke provision for SEND pupils based on need. • Expectations that a minimum of 4 hours work per day should be provided. • Expectations that work should be clearly structured via a daily timetable. • Free school meals provided. • Educational & welfare contact made in line with protocol (appendix 2).

3	**Classes or bubbles self-isolating/partial or full school closure.**
	
	• Website newsletter provides a range of learning for children as well as signposting them to**…**
	
	    • Relevant learning activities identified via Oak National Academy with appropriate links provided in line with the curriculum expectations for the year group.
	    • Relevant learning activities identified via BBC bitesize (via website & television red button) in line with the curriculum expectations for the year group.
	    • Relevant learning activities identified via Mathletics, Grammarsaurus or Spelladrome in line with the curriculum expectations for the year group
	    • Purple Mash or Education City learning activities in line with the curriculum expectations for the year group.
	    • Links to relevant online content in line with the curriculum expectations for the year group.
	    • At all times work should be meaningful and relevant to the curriculum offer the children would be entitled to in school and does not need to include all the above.
	
	OR
	
	• Work pack provided by class teacher, relevant to the curriculum offer the children would be entitled to in school with accompanying book so a record of individual pupils work can be kept as part of their on-going teacher assessment information (if there is limited access to technology at home)
	
	• Bespoke provision for SEND pupils based on need.
	• Expectations that a minimum of 4 hours work per day should be provided.
	• Expectations that work should be clearly structured via a daily timetable.
	• Free school meals provided.
	• Educational & welfare contact made in line with protocol (appendix 2).

Appendix 2

Educational, Welfare & Safeguarding CONTACT PROTOCOL for children at Phase 2 or 3		
Category	**Level of Need**	**Frequency & Type of Communication**
RED	Most risk of harm or neglect and fewest protective factors. This would include those on a Child Protection Plan.	• Contact should be made by a **DSL daily**. Additional contact may also be made by other professionals e.g. social workers. All information must be on CPOMS. • Additional **weekly** contact made by teachers/support staff to provide **educational support.** • Daily email communication offering access to support and guidance from educational staff if required.
AMBER	Moderate risk of harm but with some protective factors. This would include those identified as a Child in Need and with an allocated social worker.	• Contact should be made by a **DSL x 2 per week** via telephone. All information must be on CPOMS. • Additional **weekly** contact made by teachers/support staff to provide **educational support.** • Daily email communication offering access to support and guidance from educational staff if required.
GREEN	Some concerns escalating or unmet needs.	• Contact by DSL/Wellbeing Team **weekly**. Children on CIN plans for disability contact to be made by Unit staff weekly or mainstream SENDCO. All information must be on CPOMS. • Additional **weekly** contact made by teachers/support staff to provide **educational support.** • Daily email communication offering access to support and guidance from educational staff if required.
BLUE	No risk identified.	• Calls made **weekly** by teaching staff. All information must be on CPOMS **This contact should provide educational support and an opportunity for a welfare discussion**. • Daily email communication offering access to support and guidance from educational staff if required