



**Inspiring Futures
Through Learning**

Remote Education – Information Guide for Parents/ Carers

Olney Infant Academy School

January 2021

Purpose:

This document shares information about how we will provide remote education so you know what to expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This document will also be available on the school website

www.olneyinfanyacademy.co.uk and can be accessed via the link.

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.

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 first 48 hours of being sent home children will have access to some online lessons (Oak Academy or similar) and some challenges linked to the current topic in school.

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.
- When a whole class or bubble closes, we teach the same curriculum remotely as we do in school wherever possible and where appropriate. However, we have needed to make some adaptations and for some subjects this may be through independent learning and more creative ways.
- Children will have 3 live lessons daily with their class teacher wherever possible.

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:

Primary school-aged pupils – Key Stage 1	A minimum of 3 HOURS
Primary school-aged pupils – Foundation	3 HOURS

Accessing remote education

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

All children have a log in and password to Microsoft Teams where they belong to a class team, a year group team and for Year 1, a phonics team.

Before each of the 3 live lessons a link will be posted on the relevant team for children to access.

Following the live lessons, an independent task will be posted on the assignments section of the relevant Team. This is a 'must do' activity and should be uploaded on the assignment section so the class teacher can give feedback.

There will also be a list of 'can do' tasks for children linked to the teaching and topic. There is enough additional work for children to work for the full school day.

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:

- All tasks for children can be complete with pen and paper and some basic resources. These resources can be provided by school if needed.
- There is no expectation that worksheets need to be printed.
- Live lessons can be accessed via PC, Laptop, tablet or mobile phone
- Live lessons are recorded and saved in a channel on Teams. These must not be downloaded or shared)
- Anyone having difficulty with IT should contact technical@olneyinfant.org
- Anyone struggling with remote learning should contact the office team who will direct parents/carers to the relevant person for support office@olneyinfant.org
- There may be the opportunity to loan a device if a child does not have access. We will support with set up and we can apply for additional mobile data if needed.
- There is an option of a printed version of the work, but this is not encouraged as the teaching element and interaction is missed. Worksheets are not needed to complete the work. This is important for children of such a young age. This option can be used as a last resort if we are unable to get a child online.
- For children unable to access the tasks, these can be completed and dropped into school if needed and feedback given via phone.

How will my child be taught remotely?

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

At OIA we will provide all children with

- live teaching (3 x online lessons per day)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers). This is in addition to live lessons if appropriate
- must do tasks on Teams assignments
- can do tasks on Teams assignment
- printed paper packs produced by teachers as a last resort if a child cannot access Teams on a device
- access to online learning sites subscribed to by the school
- commercially available websites supporting the teaching of specific subjects as appropriate

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 all children to access the live lessons and if not possible, watch the recordings at a suitable time.
- All children to complete the follow-on tasks from live lessons and submit these on Teams assignments.

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

- We keep an engagement register for each live lesson and each follow-on assignment set on Teams. This is updated to reflect children accessing the learning at a different time.
- Children not accessing the learning will be contacted by the class teacher to check everything is OK and to offer support.
- If the child continues to miss the learning and there is not a valid reason given, SLT will make contact.

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:

- Written feedback for all 'must do' tasks
- Verbal feedback during the interactive live lessons
- Some written feedback for 'can do' tasks

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:

- Interactive live lessons are planned and executed by the teacher that knows the children, so targeted support will be given as appropriate during live lessons.
- Pre teach sessions delivered by SENDCo
- Small and 1:1 intervention sessions via Teams as appropriate

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?

Children will receive daily challenge tasks for English and maths and a topic task sheet of activities linked to the teaching in school.

Children will receive a well-being check in with their class teacher during their isolation period.

Suitable online links will be shared for lessons – For example, Oak Academy, White Rose, Num-bots, Phonics Play.