



Oldbury Park Primary
RSA ACADEMY

Remote Education Information to Parents

January 2021



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?

From January 2021 at Oldbury Park, all pupils in Years 1 to 6 have access to our home learning platform 'SeeSaw. Reception pupils have access to our home learning platform 'Tapestry'. In the first few days we may experience early troubleshooting with logins / access but these should be quickly resolved through accessing the school team on the office@ / reception20-21@ / ks1parents@ / ks2parents@oldburypark.worcs.sch.uk email addresses.

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 may need to make some adaptations in some subjects. If technology issue prevent us from offering the same remote curriculum, we will contact groups of parents using the Teachers2Parents texting service to offer alternative work ideas for the period of time that the learning platform is not operational.

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 & Key Stage 1	3hrs per day
Key Stage 2	4hrs per day

Accessing remote education

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

Pupils will access Tapestry through the parental login details already established since September.

Pupils in Yrs 1-6 will access SeeSaw using their login details. Parents can request duplicates of these details through the usual communication channels at any time.

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:

We take access and inclusion to remote learning for all very seriously at Oldbury and expect all of our pupils to be able to access the Tapestry and SeeSaw platforms to ensure that there is equality of provision for all pupils across the school.

- We have conducted several surveys to ascertain levels of suitable technology across the community.
- We have lent out laptop devices to families without any suitable technology and, through CRSAAT and the Governments 'Help With Technology' scheme, are acquiring further devices for vulnerable families. We have also requested information from families who may be low on data allowances so that we can acquire free data top ups as part of this scheme.
- We expect that all pupils should be able to access learning through our online platforms but, in extreme circumstances where this has not been possible, we have provided short-term paper copies of the online tasks set.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- school library book loan service
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work where pupils can apply knowledge and skills
- thinking through oracy work

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?

In this section, please set out briefly:

- It is expected that ALL pupils undertake remote learning to the minimum of 3hrs per day (EYFS & KS1) and 4hrs per day (KS2)
- We expect that parents support this home learning, where possible, but we have endeavored to make the delivery of our content accessible for pupils, due to the modeled elements of teaching recorded into the platforms by our teaching staff.

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

In this section, please set out briefly:

- We check and report on pupil engagement DAILY.
- We have a clear protocol in school that follows as such:
 - (i) No participation on one day – classteacher/office staff contact parents of pupil by 5:30pm that day to ascertain reason for non-participation and identify barriers to access;
 - (ii) No participation for two consecutive days – classteacher/office staff repeat contact but escalate to leadership team if necessary;
 - (iii) No participation for three consecutive days – Vice Principal contacts family, through phone call to identify any additional barriers to participation and consider a school place under the 'vulnerable' category;
 - (iv) No participation thereafter – Vice Principal conducts home visit (if safe to do so) to organise in-school learning from the next day.

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:

In this section, please set out briefly:

- Teachers will feedback on work submitted with a consideration of IMPACT on learning when doing so. Therefore, not all pieces of work submitted may necessarily receive written 'comments'. Some may get a 'like' from the teacher instead.
- Teachers are not expected to feedback on home learning tasks after 5:30pm.
- It is expected that feedback is structured to allow pupils to consider and act upon it. This may be in the form of questions / requests to edit etc.

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:

In this section, please set out briefly:

- Teachers are fully accessible through the messages functionality of Tapestry and SeeSaw for personalised learning queries.
- The school's SENCo works with parents and carers, including three-times weekly contact with children who have EHCPs but are electing to work remotely rather than in school.

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?

Due to the amount of pupils in school, Oldbury Park has committed to offering the same curriculum in school to that which is bring delivered remotely. Therefore, individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback, just as those in school are. Unless pupils self-isolating are unwell, they are expected to engage as per the details above in this document.