



## Oakridge Primary School Remote Learning - Statement of Intent -

Adopted: Chair of Standards and Curriculum Committee: Next review date:	January 2021 Mrs N Lewis January 2023
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At Oakridge, we understand the need to continually deliver high quality education, including during periods of remote working. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

### Rationale

It perhaps feels like live lessons would reflect more closely what happens in our usual classrooms and they can be very effective for older children, but this is not necessarily the case for primary aged children. We feel for several reasons that pre-recorded lessons are better for our children and this has been confirmed by many educational articles.

A recent report from the Education Endowment Foundation points out that the method of delivery is much less important than the quality of that delivery. The quality is often better in pre-recorded lessons as staff often rehearse this and re-record it several times before they upload it, something that cannot be done during a live lesson. By prerecording, you can think more carefully about the quality of explanation and more easily build in video clips and other animations that help to bring the explanation to life. Your concentration is entirely on the material produced rather than on what everyone else in the session is doing. Pre-recorded lessons also mean that pupils can pause, rewind and revisit explanations they have struggled with.

Perhaps the biggest advantage of pre-recorded lessons is accessibility. In many homes, there aren't suitable devices for all children to access lessons at the same time. One laptop can't serve three children who all have live lessons simultaneously, but it might give access to lessons they can get on demand as well as fitting in to parents own work demands. There can also be a problem with the amount of bandwidth streaming that live lessons require, and this often becomes an issue when children are trying to join live lessons at the same time that parents are trying to have virtual meetings.

## **To summarise our provision:-**

- On a Sunday evening you will receive an email from your child's class teacher with a timetable of the learning for the week as well as the duration of the intended learning. The timetable and duration is simply a guide so please remember to be flexible and make it work for you.
- Each day you will receive a further email to inform you of the learning for that day.
- All learning for the next day will be uploaded the previous evening which may include pre-recorded videos, voiced over power points and relevant resources to support the learning.
- The learning that is uploaded will mirror the learning that is being provided for the children who are in school.
- Please remember that children learn at different rates and if children were in school the class teacher, if needed, would be adapting the learning as the lesson progressed. Therefore if your child's learning outcomes are slightly different to what is set then please feel free to adapt it when you need to and we completely support this.

## **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

If the school receives no notice of closure then the children will be expected to read, practise spellings as well as the number bonds, time tables to help secure the maths target that they are working on.

### **Reading**

For KS2 classes this time is already set out in our home learning policy.

- Y3 – 20 minutes
- Y4, Y5 and Y6 – 30 minutes

### **Spelling**

- Children should also use their Super spellings books
- Spelling shed – a resource that they are very familiar with which can be accessed through our home learning platform BGFL

### **Maths**

Children should focus their practice on the maths target that they are working on and this can be achieved again through our BGFL using resources that they are familiar with.

- J2 Blast
- Number Gym

## **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?**

When teaching pupils who are working remotely, teachers will:

- Plan a programme that is of equivalent length to the core teaching pupils would receive in school. For KS1 this is 3 hours and for KS2 the provision is 4 hours per day
- The core provision will mirror the learning that is being provided for those children who are in school so that pupils have meaningful and ambitious work each day.
- The core learning will consist of a daily maths and English lesson as well as one other lesson including Science, Geography, History, Art, Music, PSHE, MFL and PE.
- All learning for the next day will be uploaded the previous evening which may include pre-recorded videos, voiced over power points and relevant resources to support the learning. For each lesson there will be the learning objective, success criteria and the expectations for the learning.

**The learning that is uploaded will mirror the learning that is being provided for the children who are in school.**

### **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:

All provisions for remote learning will be subject to the class group's age, ability however the DfE have stipulated that:-

KS1 – 3 hours

KS2 – 4 hours

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

#### **Foundation Stage**

Parents of our children in the Foundation Stage are very familiar with using Tapestry to engage with learning at home. Staff in the Foundation Stage will continue to use this platform to provide remote learning for the children.

#### **KS1 and KS2**

The children are already very familiar with BGFL and all staff have received extended training on how to use the platform. We already successfully use this platform for our home learning and our remote learning will continue to use this facility.

## **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 children who are in receipt of pupil premium are contacted as a priority.

- Any child who is not accessing the remote learning within the first week is contacted as a priority. If they are unable to access the learning because they do not have a suitable device then the school will do all that they can to provide them with one.
- Parents are reminded through the school newsletter that if they are having difficulty then they can contact their child's class teacher immediately.
- Where possible work will be made available that does not need printing out
- Any printed materials that are needed, if they do not have online access, can be collected from school or are delivered by the class teacher to the child's home and the parent can bring this work back to school each week for feedback.

## **How will my child be taught remotely?**

All pupils have been provided with two learning books, one for mathematics and one to complete their literacy, KuW and Science work in which they will use to record some of their learning in. The school will use a range of teaching methods to cater for all different learning styles, this includes:

- Pre-recorded video or audio lessons
- Voiced over power points
- Work booklets
- Past assessment papers
- Current online learning portals including BGFL
- Educational websites such as Accelerated Reader, Spelling Shed, Number Gym, Reading tasks

## **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

On a Sunday evening teachers send an email with the learning timetable for the week. This gives parents and children a clear guide to what should be completed each day.

- Parents should encourage children to follow the timetable provided as it gives a structure and clear expectations.
- All schoolwork completed through remote learning must be completed to the best of the pupil's ability as well as being the pupil's own work.
- The school expects pupils to maintain a good work ethic during the period of remote learning.
- Pupils are accountable for their own schoolwork – teaching staff will contact parents via email or phone conversation if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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

- Each day teachers will check whether your child has accessed the remote learning on BGFL. If they have uploaded work then this will be commented upon.
- Staff will also check each week the AR data for their class.
- Staff will make regular phone calls to all parents whose children are accessing remote learning.
- If your child can be seen as not engaging with the remote learning then your child's class teacher will contact you to offer whatever support you may require.

### **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:

- Any work that a child has uploaded will be commented upon and marked in line with our marking and feedback policy.
- Learning books will be marked on return to school.
- We will also gather feedback from pupils and parents through our regular phone calls.

- End of unit assessments in maths may be provided for each child depending on the duration of the lockdown.
- Any learning that has been produced by the children who do not have access to remote learning devices can be returned to school for the class teacher to mark.

### **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:

- All children who have an EHCP have the opportunity to attend school fulltime during lockdown to receive their full entitlement.
- For pupils with SEND, learning is differentiated appropriately and teachers and TA's liaise on a regular basis with parents to support the learning. Where required staff provide additional resources which staff deliver to pupils homes.
- For younger pupils, for example those in reception and nursery the remote learning reflects the seven areas of learning that the children would experience in school. Teaching videos are provided which in Reception include daily literacy, maths and phonics sessions as well as a weekly videos which provide ideas and suggestions of activities to support the overarching learning focus.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, children will be provided with remote learning through the BGFL and individual learning packs which will be delivered to their home.