

Ocker Hill Academy



Aim High ● Aim Higher

# **Remote Education Policy and Guidance**

## **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?**

Staff at Ocker Hill Academy are always prepared with a number of lessons ready to go in the event of a lockdown being announced. These lessons will cover the core subjects – literacy and numeracy – and will recap and revise basic skills required in these areas. These skills may include: spelling, grammar, place value, times tables etc. Although these skills might differ from those originally planned, we feel getting the children 'up and running' with their learning as soon as possible and developing a remote learning routine is paramount.

### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in the Academy?**

At the Academy, we feel that following our curriculum whether in school or at home is crucial in ensuring that children continue to make good or better academic progress. With this in mind, we teach the same curriculum remotely as we do on site wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, if a new unit or concept requires more practical teaching than is possible online, we will move this unit to a more appropriate time and swap it for a more accessible topic. Likewise, resources that may be used in the classroom may not be available and so therefore these may be replaced by virtual resources.

## Remote teaching and study time each day

### How long can I expect work set by the Academy 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 2	In Key Stage 2, children can expect to receive a minimum of four hours work each day. This will be structured just the same as their lessons in school would be.
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## Accessing remote education

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

All children have had training in accessing and using Google Classroom and Google Meet as a foundation for our online learning. This will be supported by other online platforms such as Education City, Oak National Academy, SPAG.com, maths.co.uk and tacklingtables.co.uk. All passwords and individual logins will be provided for this and are available from the school office if required. But please remember, online support is available at all times during usual school hours.

### 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:

For those families who do not have access to a device or router to access the internet or for those that need multiple devices for more than one child working remotely, we aim to provide technology where possible. Although we have only a limited number of devices available (and allocation is subject to criteria based upon parental responses to the academy questionnaire which is reviewed termly) we will endeavour to ensure your child can access remote learning. Please contact the Academy office for more information.

If internet access is not a possibility at all and we cannot provide a router or dongle to assist this, work packs are available for the children to work from at home. These paper packs will match the curriculum that is being taught online and in the Academy and therefore children will not miss out.

## How will my child be taught remotely?

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

We understand that learning from home can be a very different experience than being in a classroom so we try to adopt as many of our typical teaching methods as possible to keep things feeling 'normal'.

Your child's teacher will meet with the class twice a day in Google Meet. Once in the morning and once later in the afternoon. The morning, face-to-face teaching session will be used to set the work via direct instruction, explore concepts, model expectations, knowledge, new skills and address any misconceptions that may arise when the children complete their work independently. The afternoon session will be used to assess the children's progress and give feedback. Not only this, but these sessions are vital to look after the mental wellbeing of the children. Where possible, teachers will be using resources that would have been used, had the children have been in the Academy. Where this is not possible, these will be replaced with online resources from websites such as Oak National Academy, Maths.co.uk, SPAG.com, Education City etc.

Lessons will be delivered in a variety of ways. Some lessons may be pre-recorded videos, some may be live teaching and others may be task or research based. At all times, you child's class teacher is available to offer further academic and technical support should it be needed.

## **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?**

It is expected that all children who are not being taught at Ocker Hill Academy engage in online learning. Where it is not possible to do so, due to technical issues or problems accessing technology (which includes access to Wi-Fi), the Academy expects that families contact us for support. For those children who require a bespoke curriculum, personalised work packs will be made available. Staff who support these children will also be in regular contact to provide assistance for you child when needed.

The work set will be differentiated for each child's level and successful engagement and academic achievement will be rewarded in line with the usual Academy praise and awards. All tasks will be explained to the children and problems discussed during the online meet sessions therefore, there is no expectation for you to have to work

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

Staff will keep a daily register of which children are engaging and this is monitored to ensure children are regularly, successfully accessing education. A weekly attendance average is also taken to identify children who are not accessing. If your child is not engaging, the Academy will be in touch to solve any problems you have with this. As ever, we aim to be available at all times, to support all pupils with accessing remote learning and will be in touch via email or phone if we have any concerns.

### **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 the first instance, this will be done through verbal face to face meetings daily in Google Classroom to assess children's work and progress. Where possible, and in relevant tasks, children are able to submit their work for assessment on Google Classroom. In addition to this, the children are able to access online assessment platforms such as spag.com, maths.co.uk, and a range of assessment activities, including reading comprehension, on Education City that are used summatively to find gaps in the children's learning. Children will be asked to show all the work they complete in Google Meet sessions and keep this for formative assessment.

## **How will you take care of my child's mental wellbeing and social interaction?**

We, at Ocker Hill Academy, understand the importance of looking after the mental health and wellbeing of every child and so therefore ensure that some of the time during Google Meet sessions is put aside purely address these needs. The children have the time to talk with their peers and enjoy some more relaxed time. This could be playing games as a group or simply holding a discussion. In addition to this, PSHRE sessions are planned in to deal with all aspects this.

## **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:

For those children who require additional support, in addition to face to face sessions with their class teachers, they will receive differentiated work and/or bespoke packages of work which may include paper resources. Those children who have support staff who usually work alongside them in the Academy, will receive more focused attention from those staff through either phone calls or extra face to face sessions. Our SENCo will always be available to address any issues you may have in

## **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 the Academy.

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

If your child needs to isolate long-term outside of lockdown circumstances, they will be provided with a guide to learning at home. This will include our termly overviews and progression maps that can be used to sequence work and resources to support this learning. These resources will be online in the same way that lockdown work is published but the face to face sessions will be at agreed times and may vary in frequency depending on need. The curriculum diet they receive will be the same content as those children who are learning in the Academy.