



REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. The following documents have been used to inform this document:

1. DfE

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education>

2. OFSTED

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

3. EDUCATION ENDOWMENT FOUNDATION

<https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/>

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

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. Thereafter pupils will be provided with a more comprehensive timetable.

WHAT SHOULD MY CHILD EXPECT FROM IMMEDIATE REMOTE EDUCATION IN THE FIRST DAY OR TWO OF PUPILS BEING SENT HOME?

Should pupils be required to be sent home either in their bubbles or in whole cohorts they will be supplied with access to the numerous websites and learning platforms that The Oaks School use to enhance our curriculum offer. These include Accelerated reader, Mathletics, Lexia, MyOn, Education City, Numeracy warm-up, Numeracy workout and Espresso. Pupils will then have a work pack sent home that mirrors the secondary curriculum. The curriculum will be adapted to blended home learning, in some instances pupils will be able to access 'live' lessons immediately and be involved in lessons that are being delivered in school, in other instances pupils will be able to access recordings of the lessons and also access teachers and learning support assistants to support their learning.



WHAT IS THE REMOTE OFFER THAT THE SCHOOL WILL PROVIDE?

The Oaks Secondary School provides several different options for remote learning. The school primarily uses two remote learning programs. They include Classroom Teams and SeeSaw.

Classroom Teams allows the pupils to engage in online lessons with their teacher and peers. Work can be completed during the lessons and work can be set and be completed later in the week.

SeeSaw is a learning journal program that allows teachers to upload work, photographs, videos and set activities for pupils. This a remote learning platform and it is used by pupils with profound multiple learning difficulties, pupils with severe learning difficulties, pupils in specialist ASC provision and Post 16 students.

Teachers may also send workbooks out by email or post to support with the online lessons.

If your child does not have access to remote learning, then the school will try to allocate a laptop or IPAD if possible. Some pupils prefer to work using workbooks only. We have staff team that sends a paper copy of work on a weekly basis.

On average each class who use Classroom Teams receives 10-14 lessons per week. In Key Stage 3 pupils with moderate learning difficulties and autism have been allocated one lesson per week of core subjects and a selection of foundation subjects.

In Key Stage 4, we have allocated 2 lessons for core subjects, a selection of foundation subjects, alongside individual pupil option choices.

We teach the same curriculum remotely as we do in school wherever possible, some foundations subjects may be missing. However, we have needed to make some adaptations to the timetable. We have planned a balanced timetable taking into account the amount of lessons offered in a day. We have tried not to exceed 4 lessons per day where possible. Foundation lessons are generally one single lesson per week. Therefore, there has been some adaptations to the weekly online timetable. All form classes receive a pastoral catch-up lesson with their form tutor to check on pupil well-being and address any issues with online learning.

Pupils diagnosed with profound multiple learning difficulties, severe learning difficulties, ASC discrete provision and Post 16 students use the See Saw Learning platform to complete work on a daily basis. SeeSaw allows pupils and parents to revisit work at a more suitable time, watch pre-recorded teacher videos of lessons and complete and upload work at a time more suitable for them. The completed work builds up a learning journal within the app which can be shared between staff, pupils and parents.



REMOTE TEACHING AND STUDY TIME EACH DAY

HOW LONG CAN I EXPECT WORK SET BY THE SCHOOL TO TAKE MY CHILD EACH DAY?

The amount of time a school expects a child to complete work for each day varies considerably for the type of learner in the school. Pupils with PMLD, SLD, ASC and Post 16 will require a large amount of support from parents and carers.

Pupils using Classroom Teams will be given independent work (where possible) that should be completed independently (however some assistance from parents/carers will be required, again dependent upon the learner.)

ACCESSING REMOTE EDUCATION

HOW WILL MY CHILD ACCESS ANY ONLINE REMOTE EDUCATION YOU ARE PROVIDING?

The Oaks Secondary School provides several different options for remote learning. The school uses two remote learning platforms. They include Classroom Teams and SeeSaw.

Classroom Teams allows the pupils to engage in online lessons with their teacher and peers. Work can be completed during the lessons and work can be set and be completed later in the week.

SeeSaw is a learning journal program that allows teachers to upload work, photographs, videos and set activities for pupils. This a remote learning platform and it is used by pupils with profound multiple learning difficulties, pupils with severe learning difficulties, ASC pupils and Post 16 students.

Work and lessons are set through invitations and assignments sent out by Teaching Staff. This is usually the day before although some staff have set these lessons up weekly. The works packs are directly linked to these assignments and teachers may upload the work to their assignments so pupils can access it. In some instances, neither of these platforms are appropriate for our pupils, pupils will work through work packs supported by parents and will liaison with school staff. This is due to the reluctance of some of our pupils to engage with live lessons or access the internet to complete their work.



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:

School leaders are aware of the limitations that some parents and carers may have when trying to access the internet and suitable devices, for remote education provision. The Oaks School has made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision via access to work packs. Audits were carried out by the Computing Co-ordinator. Emails, text messages and telephone calls social media were used to ascertain which pupils did not have suitable access. Parents and Carers can continue to contact us if they do not have access to a suitable device. Following the latest lockdown we have requested more laptops using the DFE Get help with technology during coronavirus (COVID-19) - GOV.UK (www.gov.uk).

If pupils are reluctant to engage in tasks remotely we have also issued workpacks that can be completed independently or with the support of live or blended learning.

In terms of submitting work; pupils can upload their work to their TEAMS account if they have completed it electronically, or they can photograph their work and send this back to school via TEAMS or SeeSaw. Pupils can post work back to school or drop work at the main office. Pupils can also retain work until their return to school where it will be marked by the teachers. Pupils receive feedback either orally during the live lessons or will receive comments on or about their work using the Assignment task pages on TEAMS, conversation on TEAMS or SeeSaw.



HOW WILL MY CHILD BE TAUGHT REMOTELY?

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

Remote teaching approaches that the Oaks School use:

- live teaching (online lessons)
- recorded teaching (SeeSaw Learning Journal app)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- Additional websites that are available in the supporting the teaching of specific subjects or areas. These include:-
 - Office 365
 - Education City
 - Mathletics
 - Conquer Maths
 - Lexia
 - Accelerated Reader
 - Numeracy Warmup and Workout
 - Espresso.

These can all be accessed through the school website in the Home Learning Hub section.



WHAT ARE YOUR EXPECTATIONS FOR MY CHILD'S ENGAGEMENT AND THE SUPPORT THAT WE AS PARENTS AND CARERS SHOULD PROVIDE AT HOME?

- Due to the range of learning needs our pupils experience, expectations for pupils' engagement with remote education is differentiated to meet the needs of individual pupils. Teaching staff take a register of every lesson and this is used to inform parents during welfare calls about the attendance of their child to either remote or live lessons. Again, this is very dependent on the individual child as the learning and social needs of our pupils is so varied. Pastoral staff will discuss individual participation during welfare calls.

We fully understand the pressure of home learning for parents and their children. Some of the best advice we can offer is:

- Distinguish between weekdays and weekends, to separate school life and home life.
- At the end of the day, have a clear cut-off to signal school time is over.
- Create and stick to a routine.
- Provide the correct equipment in order for your child to complete the work given.
- Designate a working space if possible.
- Make time for exercise and breaks throughout the day to keep your child active.
- Reinforce the importance of children staying safe online.
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with.
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Encourage your child to work to the best of their ability and praise their efforts.
- Encourage and support children to access remote education daily.
- Encourage and support children to keep up with the work set by school each day.
- Contact school if they are experiencing problems with accessing remote education
- Support children, where possible, to consider feedback on work submitted.



HOW WILL YOU CHECK WHETHER MY CHILD IS ENGAGING WITH THEIR WORK AND HOW WILL I BE INFORMED IF THERE ARE CONCERNS?

The school has a remote learning attendance register. This highlights pupils who attend school (critical workers and vulnerable children), pupils participating in remote learning and pupils accessing home/school work packs only. The school provides a weekly pastoral lesson for pupils to attend and discuss any concerns with teachers.

School staff will phone all parents on a regular basis.

If pupils refuse to engage in school work then form staff will speak to parents, carers and pupils to discuss strategies to engage pupils with their learning.

The school offers pastoral support through phonecalls, Teams meetings and 1 to 1 support in school for pupils requiring additional support with their emotional wellbeing and mental health.

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 oral feedback may be provided. Our approach to feeding back on pupil work is as follows:

The school will endeavour to:

- provide individual feedback to work submitted via the online learning platform, this could be in the form of verbal feedback during the lesson, using the Conversation aspect of the TEAMS application, or the discussion aspect of the SeeSaw. Other feedback that could be provided could include feedback comments on work uploaded, with staff annotating work and resending this back to pupils.
- pupils can return their work packs when they return to school where it will be marked and feedback provided. Parents could also return the pupils work via post where it will be marked and feedback provided to pupils by staff.
- provide whole class 'live' feedback each lesson
- pupils will submit work to their teachers and receive feedback, in person, following the period of isolation.



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, 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.

We have endeavoured to provide information regarding this below.

Pupils will be provided with a curriculum that is as similar as possible to the curriculum that is provided in school. Due to the range of abilities of our pupils in school the curriculum may be altered so that pupils participate in revision activities, reinforcement of previously learned skills, development of literacy and numeracy skills and the introduction of new topics. Staff will endeavour to support this learning and classroom support assistants will also be available to support this. Should pupils need this support, staff in school will be available for discussion and support via telephone or email during the school day.

Further information

- Supervise your child when they are using technology. This will help them not only to stay safe but to support them with their learning.

Ensure that the home broadband is filtered. The best way of doing this is to follow the instructions on this website <https://www.internetmatters.org/parental-controls/broadband-mobile/> (*Google Internet Matters and follow the links to parental controls*) This will reduce the chance of children stumbling across adult content.

- Do not put in any account details linked to your family personal finances (Netflix, Credit Card, PayPal etc...) as it would be difficult to guarantee that details would be wiped if the device was reissued.
- A good child friendly search engine is <https://swiggle.org.uk/> this almost always comes up with useful results with less undesirable content.

Concerns about safeguarding – talk to the Designated Safeguarding Lead, Mrs Crawford or any of the Deputy Safeguarding officers: Mr Twedde or Mrs English.



While we will endeavour to implement the steps outlined above, there may be circumstances beyond the control of the school that could impact on provision. For example, levels of staff absence or temporary technical difficulties