

Oughton Primary and Nursery School Remote Education Provision: Information for Parents regarding Coronavirus updated 5th January 2021

This information is intended to provide clarity and transparency to children and Parents /Carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) or the majority of the school to remain at home. Lisa Clayton (Headteacher) is the named senior leader with overarching responsibility for the quality and delivery of remote education, working alongside Mrs Phillipson (Assistant Headteacher) to ensure that provision meets expectations for remote education.

Our remote curriculum: what is taught to children at home?

A child'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. The first few days will be setting the routine out to Parents and children to show how to access Microsoft Teams and what the expectation is.

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

Parents should expect communication via Microsoft Teams in conjunction with ParentMail from Teaching staff. We will give resources such as books for children to work in, pens, pencils and in some cases, other resources to help support SEND children. Resources will be sent home in a pack.

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 have needed to make some adaptations in some subjects. For example, PE will be adapted to allow for activities to be completed in less space, being mindful of home circumstances. We also need to consider elements which are more difficult to teach in a home environment, such as Science experiments. We are also aware of use of devices, not to over rely on the use of electrical devices, in order to be mindful of well-being.

Children who are attending school (critical worker children / Vulnerable children / children with an EHC Plan) have equal access to the same teaching as the children who are accessing their learning from home. All learning is led by the Teachers, who are overall working from home and the children who are at school, follow the same lessons, with some elements adapted if needed to work round the school timetable. There are Teachers and Teaching Assistants who support learning within school and guide the children to complete the same work as their peers.

Timetables are set and follow a similar pattern across each week. However, this builds up gradually to allow the children and Parents to fully understand the format. Some aspects will be different. There will be an afternoon a week (mid-week) where work / activities are based on well-being and engagement in key aspects important to the needs of Oughton, such as Talking Points and language. This afternoon will not incorporate any screen time (laptop, phone, device, TV) to reduce the time the children use electrical devices. These activities also give time for families to work together on the same activities if they have siblings.

Assemblies form an important time for Oughton to get together as a learning community and celebrate successes. These are built into the school week.

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 children broadly the following number of hours each day:

EYFS: Three hours, this includes Child Initiated Learning known as CHIL. **KS 1:** Three to three and half hours **KS 2:** Four hours

Overview of different scenarios

Scenario	National Lockdown	If a child is in school and has symptoms of Coronavirus	If a child or member of staff in a class/bubble tests positive	If there is an outbreak of Coronavirus in school
Parent's responsibility	All children isolated at home unless Parents are a critical worker or child is deemed to be vulnerable or has an EHC Plan. Parents educate children at home following work set by school.	Isolation at home and a test. If test is negative, child returns to school as normal.	Child isolated at home – 10 days. Parents educate children at home following work set by school via remote learning platform (Teams).	Children isolated at home until reduced risk. Parents educate children at home following work set by school via Teams.
School responsibility regarding actions and education	<p>Follow Government Advice. Following guidance previously sent.</p> <p><u>Children not in school</u></p> <p>If Teacher is well: Teacher to provide work via a remote learning platform - Teams</p> <p>If Teacher is ill: Another Teacher will provide work via a remote learning platform (Teams).</p> <p><u>Vulnerable / EHCP children / Critical Worker children</u> Parents to inform school asap if they are critical workers as stipulated by the Government. Children attend School – put into groups (mixed ages due to numbers) and taught by Teachers / TAs. Similar to previously, but not all Teachers as they will be providing work for their classes.</p>	Self-isolating children will access learning via Teams remotely.	<p>Follow Government / Health advice. Isolate class/bubble. Letter sent out.</p> <p>If Teacher and class/bubble is isolated: Teachers to provide work for the 10 days isolation period via Teams.</p> <p>If Teacher is ill: Another Teacher will provide work via a remote learning platform (Teams).</p> <p>Consider if child / staff member has been in Breakfast Club.</p> <p>Deep clean in all areas of the school used by individual.</p>	<p>Follow Government / Health advice. Letter sent out.</p> <p>If Teacher and class/bubble is isolated: Teachers to provide work for the 10 days isolation period via Teams.</p> <p>If Teacher is ill: Another Teacher will provide work via a remote learning platform (Teams).</p> <p>Consider if children / member has been in Breakfast Club.</p> <p>Deep clean in all areas of the school used by individual.</p>
School's responsibility re Safeguarding	Pastoral Team – Mrs Woollon and Mrs Phillipson to support families via phone calls.	Pastoral Team – Mrs Woollon and Mrs Phillipson to support families via phone calls.	Pastoral Team – Mrs Woollon and Mrs Phillipson to support families via phone calls.	Pastoral Team – Mrs Woollon and Mrs Phillipson to support families via phone calls.

Remote Learning at Home Responsibilities

<p>Parent's responsibility</p>	<ul style="list-style-type: none"> • To ensure their child accesses their education from home. Every child in the UK has the right to an education and as your child attends Oughton Primary and Nursery School, during a lockdown, Parents are responsible for ensuring their child accesses their education set by the school. • To ensure that their child is fully dressed, wearing their school jumper and online at the time of the register and at other stipulated times for contact with the Teacher and other children. • To ensure that their child is working in a shared living space, not a bedroom / bathroom whilst online. • To ensure that their child completes tasks, which is set by the teacher, ready to share with school staff. • To keep their child safe when using the internet – regarding sites used. • To ensure that their child uses Microsoft Teams in a safe way. • Parent to continue to inform us off any illness regarding their child in the normal manner to ensure that attendance records are kept. • To follow the Online Safety Policy Agreement, previously signed.
<p>Children's responsibility</p>	<ul style="list-style-type: none"> • To engage with the learning set, being punctual for Register / Teacher contact times or any other sessions booked • To take pride in their work and ensure that the work produced is to a high standard as expected by Teachers. • To follow the Online Safety Policy Agreement, previously signed. • To keep themselves safe when using the internet – regarding sites used. • To ensure that they use Microsoft Teams in a safe and respectful way, including messages posted.
<p>School responsibility regarding actions and education</p>	<ul style="list-style-type: none"> • Staff will follow professional guidelines whilst working online from home. • Staff will be on Microsoft Teams at set times. • Staff based at home to be in a shared living space. • Teachers to set work which can be carried out at home, mindful of limited resources. • Teachers to give feedback to children on their learning as best as possible. • Each child will have their own log in regarding Microsoft Teams. • School will be aware of family circumstances regarding the number of children sharing devices within one household and the need to be flexible when there are more than 2 children learning from home within a household. • Pack to be given to each child to support their home learning.
<p>School's responsibility regarding Safeguarding</p>	<ul style="list-style-type: none"> • Staff will follow safe guidelines whilst working from home – open and transparent. • DSPs (Designated Senior Persons for Child Protection – Mrs Clayton, Mrs Phillipson and Mrs Woollon) will continue to follow Safeguarding procedures including checking to ensure that children are accessing their education. If a child is not accessing an education at home, this may be deemed as a Safeguarding issue. DSPs will continue to work with outside agencies, including Children's Services.

Timetable

	Information per class	In school with Critical Worker / Vulnerable / children with EHC Plan
Register and contact with Teachers	<p>Whole school Lockdown Year 6 – 8:55am / 12.55pm – Mrs Smith Year 5 – 9.00am / 12.55pm – Mr Marshall Year 4 – 9.10am / 1:15pm – Mrs Harvey Year 3 – 8.50am / 1:05pm – Mr Lewis Year 2 – 9:05am / 1:10pm – Mrs Stephenson Year 1 – 9:20am / 1:30pm – Mrs Savage and Mrs Brand Reception – 9:05am / 12:45pm – Miss Hurley Nursery (If not in school) – 9:30am – Miss Hurley (Mrs Murray/Miss Ward at times)</p> <p>TAs will be phoning Parents weekly to see if there are any issues, supporting online learning delivering interventions to groups and planning resources for children to support their learning on Teams. Mrs Phillipson will be supporting SEND children and children with EHC Plans.</p>	<p>Mrs Lopez / Mrs Baverstock – KS 2 – Y6, Y5, Y4 in Beech RH Miss Daniels / Mrs Strange – KS 1/Y3 – in Oak Miss Ward / Mrs Murray – EYFS – Nursery and Reception in Nursery Classroom. If Nursery children are in school as a whole bubble – Miss Ward with the team of TAs will be teaching the class as normal.</p> <p>TAs will support within groups – KS 2, KS 1, Early Years.</p> <p>TAs will be supporting children to access their learning, give support where needed – interventions 1:1 etc /support staff with resources to aid learning.</p> <p>Mrs Woollon will be supporting children pastorally if needed. Mrs Phillipson to support EHC Plan children as needed.</p>
Expectation regarding lessons Y1 to Y6	<p>Register / contact with Teacher twice a day– at this point the Teacher will explain the expectation of the work to complete for that part of the day.</p> <p>Maths and English lesson – daily Phonics lesson – Y1 / Y2 or Reading activity – daily Y3-Y6 Other curriculum subjects – weekly across the week.</p> <p>Maths / English lessons will be planned and delivered in a variety of ways such as Powerpoints / sways / videos / explanations / tasks. These lessons will not be live due to a high number of siblings across the school and families sharing devices. However, the Register / Contact with Teacher will be live and may incorporate some teaching.</p>	<p>Children will be following the main Maths / English lessons as set by their Teachers.</p> <p>Laptops will be made accessible to children to use within school via Teams to work alongside their Class Teacher and class to ensure equal access to other children in their class.</p>
Expectation regarding lessons EYFS	<p>Register / contact with Teacher – at this point the Teacher will explain the expectation of the work to complete for that day. Phonics and Maths lesson – daily Stories. Other areas of the EYFS curriculum will be set across the week.</p>	<p>Children will be following the main lessons as set by their Teachers.</p> <p>Laptops / use of IWB to be made accessible to children to use within school via Teams to work alongside their class teacher and class to ensure equal access to other children in their class.</p>

Accessing remote education

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

All children have been given a log in for Microsoft Teams. Year 1, 2, 3, 4, 5 and 6 have used this platform in the autumn 2020 term in order to prepare them for using this in case of remote learning being provided during a lockdown. Home Learning tasks were given through this platform in autumn 2020 and Parents were provided with instructions regarding access. Additional instructions were given in January 2021. Children and Parents were encouraged to become familiar with this platform via letters and newsletters (autumn 2020 and January 2021)

If my child does not have digital or online access at home, how will you support them to access remote education?

In the autumn 2020 term, we sought information from Parents via a ParentMail form to find out if families had online access and devices at home. We recognise that some children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

- We will issue and lend a learning device to children who only have smartphones in their household in the first instance.
- We will issue and lend a learning device to children who are sharing devices with Parents who are working and / or siblings in the second instance.
- We will issue and lend a learning device to children who require it to support their learning if they do not have a suitable device which accesses the programs which are in use.
- We continually communicate to Parents regarding devices via phone calls and questioning via Microsoft Teams to see if devices are needed. We also will send out letters / information for Parents to email admin@oughton.herts.sch.uk if they require support.
- We will contact HCC to see if we can access devices that enable an internet connection (for example, routers or dongles) to lend to Parents. We will phone Parents to discuss this, if this is the case.
- We will signpost Parents to fill in a ParentMail form for us to apply for free data to support families to access the internet.
- Children can submit their work via taking photos and emailing to the school, putting on the Microsoft Teams platform or taking photos of their work in their books and submitting it. As Teachers will overall be working from home, photos will need to be taken and work emailed to the Teachers.
- We will, in extreme circumstances, print materials for children for a limited period until they can access online remote learning. However, there must be a clear reason for this ie the Parent does not have any internet. It is a not a choice for Parents to request paper copies if they do have access to the internet as the Teaching is provided through this platform.

How will my child be taught remotely?

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

- Live teaching (online lessons) these are not full sessions but short aspects, often incorporated in the Register / Contact with the Teacher time 2x daily.
- Recorded teaching (e.g, video/audio recordings made by Teachers)
- Sways / Powerpoints / word documents which explain concepts step by step (made by Teachers)
- Assignments set via Microsoft Teams – children can access the assignments and respond straight on the task.
- Practical activities produced by teachers (e.g. Early Years – this works particularly well)
- Websites supporting the teaching of specific subjects or areas used by Oughton, such as TT Rockstars, Lexia, Charanga

Engagement and feedback

Please see the responsibilities of both Parents and children with remote learning set out on Page 3. We expect children to be present for their Registration / contact with Teacher twice a day. This is checked twice a day. Phone calls will be made to Parents if children are not accessing this aspect or if we have any concerns about the work they are completing. We expect Parents to support their children with engaging with remote learning and the tasks set. We expect Parents to keep to the set routines laid out by Oughton. These routines, where possible, are similar to the normal school day.

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

We will check the Register / contact with the Teacher and phone Parents if children are not accessing this or lack engagement with remote learning. We will also send letters, ParentMail messages – emails / texts or emails.

In some cases, Social Care or the Attendance Team will be contacted if there are concerns surrounding Parents neglecting their child's education.

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 work is as follows:

- Verbal feedback to children – during contact time with Teachers
- Comments via chat / channels via Microsoft Teams
- Marking and feedback on individual pieces of work via Microsoft Teams
- Reward systems in place – stickers, housepoints, Golden Book and Superstar Awards

Additional support for children 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 children, for example some children 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/ Carers to support those children in the following ways:

- We phone Parents and discuss ways to help the children
- We provide differentiated activities and intervention programs to support key elements
- We provide extra resources to help some children
- We regularly communicate with Parents via Microsoft Teams to help support.
- We provide SEND support via our Assistant Headteacher for Inclusion and a Learning Teaching Assistant – through packs of work to support an EHC Plan, phone calls and meetings if deemed necessary.
- We provide Pastoral Support via our Pastoral Manager and Behaviour Teaching Assistant – through phone calls and meetings if deemed necessary.

Remote education for self-isolating children

Where individual children need to self-isolate but the majority of their peer group remains in school, remote education is provided, although this will slightly differ from the activities and approach for the rest of the class. This is due to the challenges of teaching children both at home and in school. If everyone is not attending school, remote learning will be the same.