



OVERFIELDS PRIMARY SCHOOL

IRONSTONE ACADEMY TRUST

PROVIDING REMOTE EDUCATION: INFORMATION FOR PARENTS AND CARERS AT OVERFIELDS PRIMARY SCHOOL

So that pupils and their parents know what to expect from our school if they need to self-isolate (or if local restrictions require them to remain at home), we are publishing the attached information about our remote education provision on our website.

Tracy Watson

Overfields Primary School Head Teacher

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 if 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 document.

Our school will make reasonable endeavours to provide high quality education to all its pupils when they are working remotely. At times, factors such as staff absence through illness may mean that this is not always possible.

Parents are free to suggest ways in which we can further improve our offer by contacting the Head teacher.

Staff within our Trust work collaboratively to develop their practice, we also talk regularly to our pupils, so we better understand their priorities and preferences.

THE REMOTE CURRICULUM: WHAT IS TAUGHT TO PUPILS AT HOME

What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

In the first instance of a school or bubble closure, we will send home hard copies of learning in a pack which will also contain some generic and age appropriate resources which the children will find useful, for example - whiteboard & pen, number lines, 100 square, phonics mat etc.

Our website contains information and helpful videos to support parents in accessing our online offer. We will direct parents to these and support them in getting Microsoft TEAMS set up for their child/children. Notification of online content will follow through our class email system and this will typically start on the second day of a period of remote learning.

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, in science and foundation subjects, we may make more use of video content as pupils may not have the same access to practical resources and books as they would in school. In art, the children will use a more restricted range of media.

Children will receive daily lessons in reading, writing and maths including Grammar, Punctuation and Spelling.

Across the week, they will also receive lessons in science, history and geography (topic themes), art, French, computing and Design Technology, PE, music and RE/PSHE.

While we aim for our provision of PE lessons to reflect the duration and content the pupils would experience in school, consideration will be given to space and safety in the home. We will advocate outdoor exercise as much as possible.

You can find a link to our school's curriculum here:

<http://overfields.ironstoneacademy.org.uk/year-group-overviews/>

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:

Foundation Stage Pupils	Up to 2 hours, including completion of tasks
Key Stage 1 Pupils	Year 1 – Between 2 to 3 hours a day Year 2 – 3 hours of activities a day.
Key Stage 2 Pupils	4 hours of activities a day.
Speech & Language Unit Support Base Pupils	Up to 4 hours of activities a day, dependent on age and ability

These timings include the 'live lesson' element of each day, the children's independent tasks and routine sessions such as reading, spelling practice and mental maths activities.

ACCESSING REMOTE EDUCATION

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

We use Microsoft TEAMS at Overfields Primary School as it best meets the needs of our school and is supported by our network provider. Information on how to join and use Microsoft Teams can be found here:

<http://overfields.ironstoneacademy.org.uk/covid-19/how-to-access-lessons-from-home/help-and-support/>

The application TEAMS has a number of functions to it.

As a school, we have chosen to disable the following functions for children including:

- Deleting and editing posts
- Creating calendar events
- Initiating calls
- Entering calls without admittance from a member of staff.

This is to contribute to the safeguarding of both children and teachers and to limit or prevent information, images and inappropriate content being used or shared through the application on these functions.

It is our expectation that as users of the application both pupils and staff should report any additional problems directly to the Head Teacher or a Designated Safeguarding Lead.

Live-streamed lessons will also be carried out within each year group Team and any other access will not be authorised.

Filtering and Monitoring

As part of our ongoing commitment to the safeguarding of both of our children and staff, the use of the application will be heavily monitored by our Senior Leadership Team, our ICT lead teacher and our IT provider to ensure that any inappropriate use or problems are reported and rectified as soon as possible.

Parents/Carers are asked to ensure that they report any identified issues immediately.

Equipment - we make the following expectation of parents:

The functionality of the application Microsoft Teams will be disabled or enabled by the school/controller/administrator at the source irrespective of using the school's equipment or your own laptop/computer. Whether you are using your own equipment or the school's equipment we will still seek your agreement to follow and adhere to our school's 'acceptable use' Policy which highlights clear expectations of the use of equipment

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 have carried out a survey to ascertain where a lack of devices, or limited devices with more than one child, may be an issue for a family and have contacted those families directly to offer support. We use a weekly online engagement analysis document which highlights where children are not engaging and we contact those families to offer support.

We are able to offer a loan device to a family – please let your child's class teacher know if this is something you need. We will set up a loan agreement for parents to sign and the device, with instructions, can be collected from the main office.

We have access to 30GB Sims data cards and internet connection codes which we send out to families where requested.

All printed materials can be accessed from school on parental request. Additional resourcing of stationary materials can be provided on request.

If pupils cannot submit work online they can, by arrangement, submit work at school with the main office and teachers will endeavour to respond.

Where children who are not engaging with remote learning, the family will be contacted by telephone and email. If there is no response, they will then be contacted by letter to offer further support.

If parents or carers need more information, they can contact the teacher through their class email, the school office (overfieldsadmin@overfieldsprimary.org.uk) or the Head Teacher, Mrs Watson.

HOW WILL MY CHILD BE TAUGHT REMOTELY?

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

At Overfields Primary School, we have decided to use a mixed approach to remote learning: we feel that seeing the pupils 'live' everyday on screen is vitally important to maintaining relationships between staff and pupils. Therefore, at the centre of our provision are two 'Teams' video calls a day; these allow pupils and staff to share their learning. Staff can demonstrate activities and model how they should be completed. Opportunities are taken to celebrate success and engagement, and to ensure parity between children working in, and out, of school.

Following the live session, a task is posted for the pupils to complete, linked to the live session. These remain on accessible in Microsoft Teams, so that parents and pupils have flexibility in completing them. We recognise that parents will have different levels of access to stable internet connections, and therefore do not rely on streaming live content. We use recorded teaching episodes from other sources, such as Oak Academy and these are integrated alongside presentations and 'worksheets'.

Digital reading books are provided through Oxford Owl, and staff record reading passages and stories for the pupils to access.

The school already uses 'Times Tables Rockstars' and Pobble to support learning at home in KS1 and KS2 and this continues during periods of remote learning. This is effective because the staff and pupils are familiar with the methodology and content.

Consideration is made to different year group needs, for example, our Speech & Language unit pupils have individual reading and speech therapy every Friday instead of a live lesson

In our Nursery, phonics, maths and topic work are taught through daily live lessons each week, which are accessible, by both the morning and afternoon pupils. Follow up activities are assigned via Teams and email. In Reception, team calls are carried out each morning and afternoon in a similar format to KS1/KS2, however they also hold phonics sessions in three small groups.

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?

The expectations are for school's to continue to provide a meaningful and relevant curriculum that continues to build on previous learning and extend the children's understanding and knowledge during this lock down Therefore we expect all children to access all the work provided for them so that they do not fall behind in their learning when they return to school.

Some activities may require parental support, especially with younger pupils. When this is the case, we will try to model the activity clearly. To assist families in supporting their child's learning each year group has a year group email address that parents and carers may use to contact teaching staff with queries or to request help.

We share a timetable for remote learning at the start of any period of closure. However, we appreciate that there needs to be some flexibility in the times that the work is completed to fit around families' working from home arrangements and to support families with more than one school aged child. We encourage parents to share any issues around completing work with their child's class teacher via email or a phone call (contact the main office to arrange). Teachers and parents will discuss when work will be submitted and, if this is not during the normal school working day, how and when this will be responded to.

To communicate directly with families, teachers, office staff and the Head Teacher send important messages and celebrate successes through Marvellous Me. Marvellous Me is an app which once signed in, directly involves parents in their children's learning. Staff have the ability to send news to individuals, groups, cohorts or our whole school. Pupils efforts in engagement and learning can be rewarded via badges and parents/carers send 'Hi5s', acknowledging this contact. During whole school closure we have set up a reward scheme called 'Overfields Oscars' whereby pupils' work and contribution to live lessons are rewarded with certificates and praise during virtual class assemblies. Staff monitor daily engagement with remote teaching; a weekly summary is shared with the Senior Leaders.

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

Engagement is monitored each day by class teachers and discussed with SLT weekly. A register of this engagement is kept, and an alert system is triggered where levels of engagement are assessed as being a concern. From these discussions, children are identified for contact, using their contact number provided to school. Where there is a failure to respond to these calls, or if additional needs or further concerns are identified, parents and carers are contacted by letter. Visits to pupil's homes may be arranged, subject to Government restrictions and Risk Assessment. Pupils who have not engaged with remote learning, may also be invited into school subject to Government restrictions and Risk Assessment.

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:

- Class feedback given in afternoon TEAMS calls to the class
- Individual feedback given through email or Marvellous Me to individual pupils. This may be a comment on effort shown and any points for further improvement.
- Marvellous Me, an additional line of communication direct to parents/carers is used to celebrate achievements and award badges for home learning engagement.
- Calls to parents/carers by phone to discuss any questions or concerns.

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, those 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:

When children with SEND needs are working at home, teaching staff will identify differentiated activities that may need physical resources, delivered to home, to support learning. The work we set will reflect the targets in their Individual Education Plans.

Additional calls home can be made by staff when appropriate to address identified needs. These calls can include contact with children and support for parents/carers.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, provision of remote education will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Generally, remote teaching through Teams will not be facilitated. Increased use of the class email will be made, so staff can share work easily with the children at home. Targeted use of phone calls may be used to support engagement and provide feedback. Staff will also respond to work submitted via email but we would expect parents to recognise the constraints that exist on the timeliness of the response.

If children are unwell, sensitivity will be evident in how we maintain contact with them.

For children who are ill for other reasons, some remote education is provided, but this does differ from the approach used for when whole groups isolate. This could include the loan of IT devices and the provision of activities through email. We will seek to reconcile the needs of individual pupils with staff capacity to deliver and respond to work.