# OPJS Remote Education Provision: A Guide/Information for Parents/Carers

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. The following template has been adapted from the DfE and further details are available on request.

## The remote curriculum: what is taught to pupils at home?

- Our children'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?

- There will be work set on the year group section of the OPJS website (https://www.oldfieldparkjuniorschool.com/926/class-pages-and-remotehome-learning) for children and parents to access within a day of any lockdown announcement or bubble bursting.
- The OPJS 'Children: Creative Activities' (https://www.oldfieldparkjuniorschool.com/1182/opjs-creative-activities-and-links) section offers a wealth of activities that can be completed to supplement the above.
- Each child will already have access to their reading book and reading record.
- Continued access to the school's learning resources/platforms such as Doodlemaths (https://students.doodlemaths.com/?_ga=2.119238400.842979651.1602870637-1658330923.1602870637) and Purplemash (https://www.purplemash.com/sch/oldfield-junior)

## 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?

- At OPJS we will teach the same curriculum remotely as we do in school.
- Assemblies will be provided for all children as will drop in/information sessions.

# 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 four hours.

# Accessing remote education

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

- The year group pages on the OPJS website (https://www.oldfieldparkjuniorschool.com/926/class-pages-and-remotehome-learning) will be the main platform for all remote learning.
- These pages will be supplemented by a range of other resources such as Doodlemaths, DoodleEnglish, DoodleSpell, Purplemash and Times Tables Rockstars. Log in and access details have been distributed to parents/carers.

## 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 a small number of DfE laptops and donated tablets that are available for parents/carers to borrow. These will be allocated according to set criteria and parents/carers are asked to contact the school office to register interest or will be approached by the school.
- We have access to routers/increased internet capacity for parents/carers upon request.
- Printed materials are available on request although we would encourage that the exercise books provided by OPJS are used so as to avoid waste and unnecessary printing.
- Work can be submitted both remotely or, if printed material, can be dropped off at the school office.

## How will my child be taught remotely?

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

- Daily Zoom session that will be used as a check in, sign post to activities as well as offer feedback and support as required. Additional group/individual Zoom sessions organised by staff as necessary.
- Weekly timetable published on the school website.
- Five days of learning that will include five English lessons, five Maths lessons and five afternoon lessons (Theme or subject based).
- Spelling and daily reading to complement the above provision.
- Use of online applications such as Purplemash, Seesaw, DoodleEnglish, DoodleSpell and Doodlemaths as directed by the classteacher.

- Opportunity for a fortnightly 'OPJS Bookswap' to enable children to swap reading and library books.
- Two Zoom assemblies a week with the Headteacher

## 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?

- **Children:**
  - Attend the daily Zoom session so as to allow any support or guidance regarding the work/tasks set.
  - Complete the set work to the best of their ability.
- **Parents/Carers:**
  - Ensure that there is a suitable place to work and access to paper, pencils, pens etc.
  - Support getting online.
  - Continue to hear reading on a daily basis.
  - Support the classteacher by ensuring work is completed to a high standard.
  - Check internet access at home to ensure safeguarding and appropriate use.

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

- Daily Zooms will be used to check engagement with remote education.
- Work completed will be regularly reviewed and any misconceptions addressed. Parents/Carers will be encouraged to contact the class teacher if there are concerns.
- Targeted support for children as and when required (i.e. follow up sessions).

### 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:

- Acknowledging and checking of work.
- Verbal feedback through Zooms.
- Specific and targeted feedback via email or 1:1 Zoom.

## 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:

- Children with an EHCP are permitted to attend school where parents feel this is appropriate. OPJS will provide 1:1 support where necessary and where possible. However, due to staffing constraints this may not be their usual 1:1 staff member.
- Provide differentiated work and targeted support.
- Regular contact by the class teacher, teaching assistant with support from Miss Butler (SEND Leader).
- Opportunity to access hardware if required.

## 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 school.

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

- There will be minimal difference between the offer for those self-isolating and those children in school. For example, there will be shared sessions, assemblies as well as targeted support as and when required.