



Oriel Academy
West London
an Aspirations Academy

Oriel Academy

Remote Education Offer

2021-22

Date: September 2021

Review: September 2022 (or when appropriate)



Remote Education Offer- Intent

Our Remote Education Offer is intended to provide clarity and transparency for pupils and parents/carers about what to expect from the remote education provided by Oriel Academy.

Our programme of remote learning is broad, meaningful and ambitious; we recognise the importance of maintaining high expectations of all stakeholders and seek to ensure that all pupils have access to the learning resources and support they need to succeed. Our offer continues to evolve and is based upon the following pillars:

- Planned, well-sequenced lessons linked to our school curriculum and vision that build on prior learning;
- Use of high quality remote education resources, including teaching videos, live/recorded sessions and differentiated paper packs/resources to help facilitate new learning;
- Online tools that are consistently used across the school in order to allow teacher/pupil interaction, meaningful assessment and on-going feedback.

The contents above seek to meet the driving aims behind this offer:

1. Ensure consistency in the provision of remote education for all pupils (including SEND children) whether in attendance at school or not;
2. Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote education
3. Include the ways in which we will ensure the continuous delivery of the school curriculum, as well as support well-being
4. Continue the education communication between staff and parents (e.g. Supervision and Parents Evenings using online systems and via phone calls)
5. Support attendance and engagement with remote education

Remote Education Offer- Online platforms

In order to deliver consistency of provision, we provide the same curriculum remotely as we do in school wherever possible; however, we continue to make adaptations in some subjects when appropriate. (For example, PE may take the form of a suggested work-out with emphasis on a particular skill, rather than a PE session in-line with what the school typically provides.)

A weekly timetable is provided to guide that week's learning; our teachers use the Google Classroom stream to facilitate and support remote learning and any resources that accompany the online/live/recorded lessons can be accessed via Google Classroom. Children can submit their remote learning tasks directly onto Google Classroom via scheduled assignments. If you have any questions or comments relating to this, please contact the school office: office@oriel-aspirations.org

As our remote education provision evolves, we are increasingly using live and recorded digital sessions to help facilitate learning; we are also developing the use of intervention/extension groups, as well as presenting weekly assemblies.

In order to satisfy safeguarding concerns, it is important to communicate the following protocols (that have been produced after consultation with best practice guidance issued by the Department for



Education and Ofsted) for all our pupils/parents/carers to adhere to:

- all students will join live sessions with their cameras disabled and microphones muted;
- live sessions may not be recorded by anyone other than designated staff for the purpose of uploading to Google Classroom;
- the chat function must only be used by pupils to ask the teacher relevant or important questions regarding session content;
- parents/carers may not participate in or communicate via these sessions, but should instead use the appropriate and usual channels to contact teaching staff.

(Any breaches of this protocol by students is likely to result in sanctions being applied in accordance with the school's behaviour policy.)

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:

- Electronic device loan (any parents/carers who do not have an electronic device, can contact the school office to request a device loan; we have a limited number of these devices and these will be issued firstly to pupils identified as vulnerable- the device will need to be signed for and must be returned to school when we are fully open).
- Paper packs are available from the school offices in instances where access to devices is limited; packs are collected and returned weekly, with feedback given on the previous week's pack courtesy of email/phone calls.

Remote Education Offer- Curriculum

We provide the same curriculum content remotely as we do in school; all National Curriculum subjects are covered as we deliver a well-planned, sequenced provision that builds upon pupils' knowledge and skills in each subject, facilitating progression for all.

Each week, a timetable of remote learning expectations for each year group will be uploaded to Google Classroom and communicated to parents/carers via email. As part of our remote learning provision, we use a combination of the following approaches to teach pupils effectively:

Live sessions- this will be delivered via Google Classroom and recorded for later use by children unable to follow the suggested timetable; typically, these sessions will feature guidance and support towards your child's independent tasks to be carried out in English, Maths and Topic/No Limits learning.

Recorded sessions- in some instances, teachers may upload pre-recorded sessions or utilise Oak National Academy lessons; these sessions will remain on Google Classroom for all to access, alongside the required resources.

Independent tasks- these will be set for each session and will require the children to complete in accordance with the timetable, and upload to Google Classroom when complete. (Should your child require further support with their independent task, please contact your child's class teacher.)



Resources- these are created for each independent task and are differentiated accordingly; resources will change and adapt based on the needs of the learners and will be available via Google Classroom.)

Feedback- teachers will provide meaningful feedback when required to each child's independent tasks; feedback is designed to recognise the effort and value demonstrated by each child, as well as suggest improvements and give next steps where necessary.

Printed paper packs- teachers will produce work that recreates or runs alongside current curriculum expectations; packs will be distributed weekly and be subject to the same feedback mentioned above.

(Teachers will also be posting - by video - various messages to maintain contact and support learning; virtual assemblies will take place in some form for all year groups to celebrate success and share key messages.)

Daily attendance on Google Classroom is expected; where possible, learning should commence in-line with the published timetable expectations, though we recognise the need for flexibility at this time. We encourage all pupils to complete all independent tasks to maintain their quality of education; we will be monitoring attendance and work completion daily, and communicating with parents/carers when necessary. As previously highlighted, the expected daily workload is as follows: **EYFS** 2-3hrs; **KS1** 3hrs; **KS2** 4hrs.

Please support your child's learning as best you can- as onerous as it can be, this is an opportunity to engage with the specifics of your child's education and play a significant part in their development of key learning skills. Any quality time you can spend discussing and engaging with your child's learning will be much-appreciated by all.




EYFS (3 hrs)

(Including) LITERACY (two 30 mins sessions); MATHS (two 30 mins sessions); READING (15 mins); NO LIMITS/TOPIC (45 mins)

(Further phonics, reading and games are added regularly throughout the week.)

An example EYFS timetable:



Timing	Activity	Useful links
 9:00-9:30	PE Exercise with Joe Wicks Use the links provided to kick start your day with some exercise, copy what Joe Wicks does. Parents, you can get involved too!	https://www.twinkl.co.uk/resources/twinkl-move/joe-wicks-twinkl-move https://www.youtube.com/watch?v=ITdUacUSstI
 9:30-10:30	Literacy 9:30 Phonics play /phonics comic Use phonics play to practice your phonics. Log in using the username and password provided, when you have logged in click the resources tap and choose phase 2/ phase 3. Work through the games provided and have fun! 10:00- 10:30 Literacy assignment Everyday on google classroom we will be sending you a 'Literacy assignment' to complete. Using a pencil and paper you can complete this or if you have a printer you can print the sheet out.	http://www.phonicsplaycomics.co.uk/comic_ph2_pat.html Alpha blocks https://www.youtube.com/watch?v=ixttYhT_90Y Phonics with Mr Mc https://www.youtube.com/watch?v=Emb2yvwAHtc Sing aloud our tricky words song: https://www.youtube.com/watch?v=TvMyssfAUx0
 10:30-11:00	Break and snack Garden time Watch a video Complete a jigsaw puzzle Do some colouring/ drawing, simply type into google for blank colouring pages.	Music and movement links: https://youtu.be/gE7zCfxJ7bE https://youtu.be/sLMGj9S0seE https://www.youtube.com/watch?v=xQJelPzG9mQ#
	Maths 11:00- 11:30 Number work	Counting with Mr Mc https://www.youtube.com/watch?v=aKvgwVAGSgw

KS1 (3hrs minimum)

(Including) ENGLISH (1hr); MATHS (2hrs); NO LIMITS/TOPIC (1hr); READING (30 mins); MATHS MEETING (when needed) (15 mins); STAFF STORY (15 mins)

(Further Reading and Maths games are added regularly throughout the week.)

An example KS1 timetable:

Day	Early Work	five a day	English	Maths	Phonics	Topic	Story
Mon	English Morning Starter Power point Day 1	Link will be uploaded each day	First lesson of this new unit, we listen to the story 'The Magic Paintbrush' and map out the key points in the story.	To use various strategies to solve calculations within 20.	Go through the power point, watch a short video and play a game.	<u>History No Limits</u> we will continue to learn about some of the ways in which toys have changed over time. We will learn how modern technology has affected the ways in which children play. We will then look at some examples of electronic and non-electronic games.	Link will be uploaded each day
Tues	English Morning Starter Power point Day 2	Link will be uploaded each day	We will map, step and speak the story of the 'The Magic Paintbrush.	To count to numbers to 50 in sequences by putting them in order from small to big.	Go through the power point, watch a short video and play a game.	<u>History No Limits</u> we will continue to learn about some of the ways in which toys have changed over time. We will learn about early 20th century toys and their comparisons to that of the victorian era.	Link will be uploaded each day

KS2 (4hrs minimum)

(Including) DAILY STARTER (30 mins); ENGLISH (1hr); MATHS (1hr); NO LIMITS/TOPIC (1hr); READING



(30 mins); MATHS MEETING (when needed) (15 mins); STAFF STORY (15 mins)

(Further Reading and Maths games are added regularly throughout the week.)

An example KS2 timetable:

	8:45 - 9:00	9:00- 9:30	9:30 - 10:00	10:00 - 11:00	11:15 - 12:15	1:15 - 1:30	1:30 - 2:30	2:30 - 3:00	3:00 - 3:15
Monday	Early Work	Joe Wicks workout	Guided Reading and morning task	English - OA SPaG Inferences	Maths - MyMaths Arithmetic	Drop everything and read	Computing Lesson 3		TTRS
Tuesday	Early Work	Just Dance	Guided Reading And morning task	English - OA SPaG Vocab for a diary	Maths - OA Comparing and ordering intervals of time Arithmetic	Drop everything and read	No Limits - Lesson 4 Anglo- Saxons		TTRS
Wednesday	Early Work	Joe Wicks workout	Guided Reading And morning task	English - OA SPaG Features of a diary	Maths - OA Applying knowledge of time to solve problems Arithmetic	Drop everything and read	No Limits - Lesson 5 Design a Viking helmet		TTRS
Thursday	Early Work	Just Dance	Guided Reading and morning task	English - OA SPaG Diary plan	Maths - OA Further applying knowledge of time to solve problems Arithmetic	Drop everything and read	Science Materials	Wellness Self-management	TTRS
Friday	Early Work	Joe Wicks workout	Guided Reading and morning task	English - OA SPaG Write diary entry	Maths - Top Marks Arithmetic	Drop everything and read	Spanish Weather	PE Alphabet Activities	TTRS

(If your child is involved in a remote intervention session, these will take between 20 and 30 minutes depending upon need and frequency; such sessions will be delivered on an ad hoc basis.)

Remote Education Offer- Frequently Asked Questions

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

Your child's class teacher will check daily to ensure your child is engaging with their learning. Their engagement will be checked by attendance at online sessions and by the uploading of completed work set by their class teacher. If your child has not engaged all day, we will be emailing/calling to see if there is any support needed, to discuss concerns or to find out if there is anything we can do to help.

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.

All submitted tasks will be acknowledged by the receiving teacher; we strive to recognise the effort and value a child puts into their work, as well as helping each child identify improvements and next steps.

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:

-We understand that younger pupils, particularly in Reception and Year 1, may find it difficult due to their age to learn remotely. We will endeavour to make online sessions fun, engaging and clear and offer any advice necessary to support parents during fortnightly check-in calls.

-Any children with SEND who might find it difficult to be taught remotely in line with their year group peers, will be offered alternative provision or intervention appropriate to their needs.

-All pupils with an EHCP, and who are not currently attending school, will have weekly telephone call as a 'drop-in' to discuss general welfare and progression towards targets; the contact will be provided by Mrs Livesey (SENCO) or the Class Teacher/Teaching Assistant to see if we can offer any additional support.

(Mrs Livesey is contactable via email k.livesey@oriel-aspirations.org)

-Printed paper packs requested by parents/carers will be altered where appropriate to accommodate for particular needs of certain pupils.

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, we will endeavour to provide a remote education in-line with what their peers would typically receive; due to the challenges of the circumstances, the form of the learning may have to be adapted, but nonetheless the curriculum coverage will aim to remain the same.

Children will still have linked resources on Google Classroom to access; printed paper packs will still be available (though collection/drop-off will have to be worked out). The facility to upload whatever work has been set to Google Classroom would remain, as would our approach to feedback. However, depending on circumstance, some elements of the stated provision may not be possible, but we will try our best to find solutions that are workable for all involved.

Remote Education Offer- Good to know!

Staff Training and Strategic Partnerships

Oriel Academy will ensure that all staff are suitably trained and supported to be able to maximise success for all online remote learning. We are able to support children and families with their remote learning needs.

Oriel Academy forms part of the wider Aspirations Trust (multi-academy); we share best practice for

remote learning and make best use of the resources and capacity available to us.

Online safety

We will regularly remind all children about the importance of staying safe online and how to do this. All Oriel staff are trained on e-safety and Safeguarding children when online.

Wellbeing & Mental Health

Staff who use Google Classroom are monitoring all activity and are vigilant in spotting children who may need additional support with mental health or wellbeing/ safeguarding issues. Staff are trained to report all concerns to the Designated Safeguarding Lead (DSL) who will act swiftly to support children.

GDPR

Oriel Academy has appropriate management systems in place to comply with all GDPR requirements & regulations and all staff are trained in GDPR and online e-safety.

If you have any further queries or concerns, please do contact the school office: office@oriel-aspirations.org

Please see Oriel Academy Remote Education Policy 2021 for more information.

Thank you.