



Osborne Primary School

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if:

local restrictions require entire cohorts (or bubbles) to remain at home,

national restrictions require most children to stay at home, except for priority children and those of parents/carers identified as critical workers.

For details of what to expect where individual pupils are **self-isolating**, please see the final section of this document.

Michelle Gay (Head teacher) and James Heathershaw (IT and Remote Learning Lead) will be responsible for the remote learning provision whilst your children are off school. If you have any questions or queries about our remote learning provision, please contact us via email on enquiry@osborne-pri.bham.sch.uk or phone us on 0121 464 3346 to arrange a telephone appointment with the:

Class teacher if experiencing difficulties with the learning tasks or

IT and Remote Learning Lead if experiencing technical difficulties with the devices, software or Teams.

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

Will my child be taught broadly the same curriculum as they would if they were in school?

- We teach an adapted curriculum remotely, wherever possible and appropriate.
- Our remote learning curriculum is coherent, carefully sequenced and differs slightly from the curriculum which would have been taught in school at this point in the year due to, teaching staff providing direct teaching in school, remote learning to those at home plus, rapid learning and technical support.
- As a result, we have needed to make some adaptations in some subjects, for example: in PE. Our Sports Coach is therefore providing twice daily, short PE sessions (15 minutes) for all children alongside Joe Wickes sessions

How will my child be taught remotely?

At Osborne, we use a combination of the following approaches to teach pupils remotely:

Phase 1- Reception and Year 1

- Will receive high-quality teaching, delivered daily by the teachers in their phase (unless the class teacher is providing direct teaching or rapid learning support to the children at home) using Microsoft Teams and pre-recorded videos on Loom, with a minimum of four lessons and activities per day in Reading, Writing, Maths, Phonics and Topic.)
- Have access to daily phonics teaching that is specifically designed to meet the developmental needs of all children. Teachers provide high quality, enriching resources that supports children with their early reading, ensuring that they have the appropriate scaffolds to maximise their learning whilst at home and replicating school's usual practices, where possible e.g. Are You Ready? Additional reading interventions (live or prerecorded) are carefully planned where children require further support.
- As well as these lessons, children will also receive a live Microsoft Teams well-being call at least weekly to interact with their peers and teachers plus, a weekly/fortnightly learning call, depending upon need i.e. 75% or below of learning tasks completed; daily marking highlights an individual misconception which needs to be addressed.
- Teachers may also ask children to access specific learning videos found on the Oak National Academy website or other appropriate educational websites.
- Teachers will also be expecting children to use the following online software to sustain and improve basic skills:
 - Reading Eggs
 - Numbots and TTRockstars

Phase 2 - Years 2 and Year 3

- Will receive high-quality teaching, delivered daily by the teachers in their phase (unless the class teacher is providing direct teaching or rapid learning support to the children at home) using Microsoft Teams and pre-recorded videos on Loom, with a minimum of four lessons and activities per day in Reading, Writing, Maths and Topic.)
- Whole class reading sessions will follow the same structure children would expect to see in the classroom: they will be exposed to a high quality, age-appropriate text that will be used as the stimulus for learning across a unit of work. Within that unit, children will explore the background knowledge required to understand the text, literacy knowledge (looking at print and features of a text), key vocabulary to increase the words they know, 'in the moment' thinking out loud opportunities to develop their ability to ask questions when reading and further exploration of various reading skills.
- Each of these reading skills: predicting, clarifying/questioning, visualisation, background knowledge, summarising, language effects and inference have been taught in school using our reading characters. Your child will be familiar with these characters and the skills that they relate to.
- When answering reading questions, it would be helpful if parents encourage children to use the **APE** process:
 - A** - Answer
 - P** – Prove (show me where it tells you that in the text)

E – Explain.

- Work tasks will be assigned to children using Microsoft Forms and Microsoft OneNote using the assignment tools in Microsoft Teams.
- As well as these lessons, children will also receive a daily live Microsoft Teams well-being call to interact with their peers and teachers plus, a weekly/fortnightly learning call, depending upon need i.e. 75% or below of learning tasks completed; daily marking highlights an individual misconception which needs to be addressed.
- Teachers may also ask children to access specific learning videos found on the Oak National Academy website or other appropriate educational websites.
- Teachers will also be expecting children to use the following online software to sustain and improve basic skills:
 - Reading Eggs or Reading Eggspress
 - Numbots and TTRockstars

Phase 3 - Years 4, 5 and Year 6

- Will receive high-quality teaching, delivered daily by the teachers in their phase (unless the class teacher is providing direct teaching or rapid learning support to the children at home) using Microsoft Teams and pre-recorded videos on Loom, with a minimum of four lessons and activities per day in Reading, Writing, Maths and Topic.)
- Whole class reading sessions will follow the same structure children would expect to see in the classroom: they will be exposed to a high quality, age-appropriate text that will be used as the stimulus for learning across a unit of work. Within that unit, children will explore the background knowledge required to understand the text, literacy knowledge (looking at print and features of a text), key vocabulary to increase the words they know, 'in the moment' thinking out loud opportunities to develop their ability to ask questions when reading and further exploration of various reading skills.
- Each of these reading skills: predicting, clarifying/questioning, visualisation, background knowledge, summarising, language effects and inference have been taught in school using our reading characters. Your child will be familiar with these characters and the skills that they relate to.
- When answering reading questions, it would be helpful if parents encourage children to use the **APE** process:
 - A – Answer**
 - P – Prove** (show me where it tells you that in the text)
 - E – Explain.**
- Work will be assigned to children using Microsoft Forms and Microsoft OneNote using the assignment tools in Microsoft Teams
- As well as these lessons, children will also receive a daily live Microsoft Teams well-being call to interact with their peers and teachers plus, a weekly/fortnightly learning call, depending upon need i.e. 75% or below of learning tasks completed; daily marking highlights an individual misconception which needs to be addressed.
- Teachers may also ask children to access specific learning videos found on the Oak National Academy website or other appropriate educational websites.
- Teachers will also be expecting children to use the following online software to sustain and

improve basic skills:

- Reading Eggs or Reading Eggspress
- Numbots and TTRockstars
- Reading Plus (Year 6)
- RMEasiMaths (Year 6)

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

- The Department for Education recommends that schools set work that is of equivalent length to the core teaching pupils would receive in school. This includes both remote teaching and independent work.
- In Reception, Year 1 and Year 2, this is equivalent to 3 hours a day, on average, across the school cohort. This means that children in year 2 may expect work set by the school to take more time than children in reception.
- In Year 3, 4, 5 and 6, this is equivalent to 4 hours a day.
- In addition to engaging with remote teaching and independent tasks each day, it's important to encourage your child to engage in social interaction and age appropriate activities as well as regular exercise.

Accessing remote education

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

- All children will receive Microsoft Teams notifications and staff messages that link them to any live lessons. This will be available at least 24 hours before the sessions and in the weekly overview. For example, the link for a live session taking place on Tuesday will be sent out, on Teams, at least the day before.
- Pre-recorded lessons and associated learning resources will also be available Microsoft Teams. This will be available by 8:30am the morning of the session.
- Where children are directed to lessons on The Oak National Academy or in Loom Videos, these links will be shared via Microsoft Teams.

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:

- A number of individual devices are available for families to loan and these are allocated to pupils on a priority needs basis.
- Both the pastoral team and our class teachers are in regular communication with parents, identifying their level of need and supporting their children to access the learning remotely where possible.
- We are able to issue a data sim card to support for the duration of the closure/isolation. Please contact the school office (teams@osborne-pri.bham.sch.uk) or telephone (0121 464 3346) if this would support your child to access our remote learning provision.
- Pupils without access to a device at home, who are unable to loan a device from school and not able to access the learning materials provided are invited to attend school – in line with government guidelines.
- All work can be accessed on a number of devices and it is not necessary for work to be printed. For those that cannot view the online work packs, paper packs are prepared for individual collection in agreement with the Head Teacher, SENDCO or IT and Remote Learning Lead.
- Work packs should be returned to the specific Phase tray in the main foyer and the next weekly work pack collected at the same time. However, it is preferable that your child attends school rather than completing work packs.
- For those pupils who cannot share their work electronically, copies of completed work can be emailed to the class teacher using the class emails. E.g. 2h@osborne-pri.bham.sch.uk.

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?

- Teachers will make regular contact with all children/parents in their classes to share any well-being concerns and to ensure children are accessing learning as expected by the dfe.
- All children are expected to engage with the remote learning set by school and this will be monitored daily.
- We encourage and promote parents and carers to establish a daily routine with regular sleep patterns, regular breaks, opportunities for age appropriate activities and exercise and to encourage pupils to engage in a daily act of kindness.
- Where engagement with remote learning is problematic, a familiar adult will make contact with parents/carers and the child to discuss additional support that might be needed.
- If you or your child are struggling to engage with the home learning, please contact the school by e-mail teams@osborne-pri.bham.sch.uk or by telephone (0121 464 3346) and a member of staff will be in touch.

How will you assess my child's work and progress?

At Osborne, we know that assessment is an integral part of the teaching and learning process. Assessment is the means by which we monitor the progress of pupils and evaluate the effectiveness of the quality of learning and teaching. It involves making judgements about a pupil's level of knowledge, understanding and attainment in processes, skills, knowledge and understanding in relation to the Early Learning Goals or the National Curriculum Programmes of Study and then deciding on the most effective teaching strategies to adopt, to formulate the next steps.

During this period of remote learning, your child's teacher will use a variety of methods to assess progress:

- All children all should complete or upload their work to Teams, where it will be assessed and commented upon by a teacher, **daily** and used to inform subsequent learning.
- The chat function in the Microsoft Teams app will be used during live sessions for children to ask questions and give ALL children an opportunity to demonstrate their understanding.
- Opportunities for self-assessment will be planned into the live-learning, Loom sessions.
- Quizzes and retrieval practice activities will be used to help students identify their own strengths and areas for development.
- We also are able to comment on progress/support pupils through the phone conversations
- Twitter - We will celebrate excellent examples of effort and work on the school twitter account: @osborneprisch and encourage parents to share their child's work via twitter so we can celebrate successes globally.

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 and therefore, invite them to attend school on a daily basis.

- The SENDCo is working to support families, leaders and teachers to ensure that all remote learning is tailored to the needs of individual children with an identified need.
- Class teachers are working collaboratively with families to so that the progress of children from their individual starting points is at least good.
- Interventions are planned and delivered by teachers and teaching assistants remotely where a need is identified.
- Our SENDCo continues to work with external agencies and families to ensure statutory requests continue to progress and children receive the support they require.

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?

- If a class bubble needs to self-isolate, remote provision will be the same as described above, with those children affected receiving well-being phone calls from school.
- If an individual child needs to self-isolate, remote learning packs will be provided, inline with what that child would receive were they in school. This will take the form of prerecorded lessons, lessons on The Oak National Academy website and learning packs sent out via Microsoft Teams.