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 restrictions require entire cohorts to remain at home.

The remote curriculum: what is taught to pupils at home

Oakwood Park Grammar School will ensure that where pupils are educated remotely, the curriculum will be, as far and appropriately as possible, the same as if they were in school. Our staff have worked hard, and will continue to do so, to plan and adapt lessons to ensure the school curriculum can be accessed whilst learners are out of school.

Whilst we endeavor to teach the same curriculum remotely as we do in school, we of course need to make some adaptions in certain subjects. Subjects with practical elements, like Design and Technology will focus on design and theory rather than product making.

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 closely match the intended curriculum time as a normal school day. There may be amendments in places, such as in practical subjects, as stated above, however students can expect up to 5 hours of remote learning per day.

Accessing remote education

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

Oakwood Park Grammar School has adopted a 'Blended Learning' approach that will combine live lessons, voice over PowerPoints and independent tasks in the event of unforeseen school closure. Students will access live lessons through MS Teams. Other resources will be accessible through EduLink.

All students have had the opportunity to download MS Teams to their mobile phones and can gain access to MS Teams on a desktop computer or laptop via their Oakwood Park Grammar School Office 365 accounts. These programme are available for download to

devices at www.office.com and can be accessed using students school email and passwords.

Parents/Carers and students have access to EduLink.

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 students may not have suitable access to a device or adequate connectivity at home and/or may not have access to the required technology during the school day. We have taken the following approaches to support students to access remote education:

- A device and connectivity survey which has allowed us to identify need and support families

- Distributed laptops provided by the DfE to students

- Ensured that work is set via Edulink, so that it can be accessed when students have access to a laptop or device

- Ensured that live lessons on MS Teams are recorded and uploaded to the class channel, meaning they can be accessed when students have access to a laptop or device

If your child does not have digital or online access at home, please contact Mrs S Craig, Deputy Head Teacher to discuss. SCraig@opgs.org

How will my child be taught remotely?

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

- Live teaching (online lessons on MS Teams)

- Recorded lessons (on MS Teams)

- Voice over PowerPoints with activities and tasks (on EduLink)

- Textbooks and reading books pupils have at home

- Commercially available websites which the students already have access to

- Long-term project work and/or internet research activities

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?

We expect all students to engage fully with their remote education and our blended learning approach by attending live lessons and completing work to the best of their ability.

We have produced and shared the following expectations for live lessons:

- All members of the school community should be treated with kindness, tolerance and respect
- All members of the school community should respect our virtual learning environment, as we do our in-school environment
- All members of the school community should strive for excellence as we do in school
- All students are expected to respect other students' right to learn and teachers' right to teach – disruption to learning will result in removal from the Teams lesson
- Get involved in lessons and make a positive contribution – You can ask questions in the chat facility or click the raise your hand button if you have questions or comments

During periods of remote and blended learning, we need parents and carers support to;

- Ensure that your child has device access (ideally computer access) during the day to follow their normal lesson timetable
- Ensure your child logs into Edulink/MS Teams to access the lesson at the appropriate times
- Encourage your child to maintain resilience and good independent work habits whilst keeping up with subject work commitments
- Encourage your child to contact teachers via email if they are concerned about their work or in need of extra support
- Ensure your child follows the usual school expectations while in remote learning and that they have read and understood the Acceptable Use Policy for Live Lessons

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

It is important that all students engage in their remote learning and demonstrate a commitment to their studies.

Oakwood Park Grammar School will use the following strategies to monitor engagement and inform parents and carers where there are concerns

- Use of EduLink – this allows staff, parents and carers to see when students have accessed the platform and marked work as complete. If parents and carers are unable to access EduLink they should contact their child's Director of Study

- Teachers will contact students via school email to remind of outstanding work. If they have concerns about a student's engagement with work, they will contact parents and carers, and inform Directors of Study. Directors of Study will address persistent non-engagement and contact home

- MS Teams has an attendance facility. During each live lesson staff will download the attendance. Any non-attendance will be followed up by the member of staff and reported to the relevant Director of Study. Directors of Study will address persistent non-attendance at live lessons and contact home

- Students in Year 7 – 11 will be expected to attend morning registration in most cases and as far as possible. This will ensure students have daily contact with their form tutor and that they are able to start each day as they would in school

- As part of our Remote Pastoral plans, Directors of Study will complete 'check ins' on students whom it is felt require extra support

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

Our approach to assessment and feedback is as follows:

- Students will be expected to complete assessed work at home.

- Students will be informed when they are completing work which is to be formally assessed and given clear instructions on how to submit this work

- MS Teams Assignments allows for personalised feedback sent directly to students

- MS Teams Assignments allows for work submitted as an electronic document to be annotated with feedback and comments for improvement

- Teachers may use whole-class feedback following assessed work

- Teachers may use voice over PowerPoints which focus on misconceptions following assessed work

- Teachers may use quizzes which are automatically marked on platforms such as MS Forms to assess understanding

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:

- Establish student specific context sheets, enabling staff to plan suitable lesson activities based on the needs of the learners in their class, as they do in school

- Use of Voice over PowerPoints to allow students to work through a lesson at their own pace and at a suitable time, and enabling class teachers to emphasise subject specific vocabulary and key information

- Use of Live lessons - recorded and uploaded to Teams channels. Students will be able to pause and replay lessons, or complete the lesson when they have an adult available to support them

- Resources designed for lessons will be adapted and differentiated where appropriate, as they are in school

- The Learning Support staff and pastoral teams will adhere to have 'check ins' with students with special educational needs to monitor progress and identify any additional support required

- A guidance sheet, detailing the use of assistive technology can be accessed <here – link – attached doc>. Tools detailed here may enable students to work more independently once they have been set up

- Parents and carers are welcome to contact the SENCo, Miss H Worrall HWorrall@opgs.org to discuss the special educational needs of their child