Oasis Academy Fir Vale

Remote Learning Approach

Remote Learning

In the event of a class being unable to access classroom-based teaching this document sets out the expectations for continuous learning provision at Oasis Academy Fir Vale.

Our approach to online learning has been designed in line with all government and union guidance. The latest DfE guidance about remote learning can be found [here](#).

The Academy's policy on continuous provision can be found [here](#).

Remote Learning – DfE expectations

In line with DfE guidance, we have the following expectation of remote learning within our Academy;

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

- teach a planned and well-sequenced curriculum so that knowledge and skills are built on incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos

- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work. This will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Intent

- To match our unique context, we have designed a bespoke curriculum based on the National Curriculum. In school our curriculum has real life experiences, language development and social and emotional development at its heart.

- To ensure children continue to progress during school partial closures or isolation periods, our remote learning curriculum is focused on phonics and reading, English, maths and personal and social development. Physical activity is also a daily directed task.

- We have high expectations of engagement in remote learning to ensure children can still make progress in the event of individuals unable to attend school, whole class bubbles being sent home to self-isolate or whole school closure.

- We are passionate about ensuring equal access to remote learning. We aim to provide families with devices and 4G hubs where needed. We also provided all children with a remote learning resource pack which included stationery, maths books, stage appropriate reading books and spelling and grammar resources. Y6 children who did not have access to an internet connected device at home have been provided with a 4G hub and a device to access learning online.

- The Oasis Horizons project – currently being rolled out in the Academy – aims to provide each current and future pupil, and their teachers and support staff with an iPad to give them access to enhanced online learning. More information about Oasis Horizons can be found here.

Implementation

- We use a robust range of platforms and resources to support children to access learning using an appropriate tool. This includes live lessons on Microsoft Teams and access to virtual learning environments and teacher recorded lessons on our vimeo site.

- Children's confidence and skills to access and engage with remote learning are developed when children are in school through regular modelling of using virtual learning environments.

- Children are encouraged to complete home learning in order to receive 'Dojos' that they can exchange for prizes from the Academy Dojo Shop.

- Daily lessons and follow up activities will be placed in the Teams channel for each class and also on Class Dojo by class teachers. Remote learning will focus on phonics and reading, English and Maths. Personal, social and health education will also be included daily. Physical activity is also a daily directed task.

- Teachers will provide feedback on work using Microsoft Teams, Class Dojo, Purple Mash or class email. This will be diagnostic following our usual marking and feedback policy so children know what they have done well and how they can improve their work. Feedback will take account of the age and stage of learning of each child. Feedback might also be provided over the telephone.

- We want remote education (including remote teaching and independent work) to mirror a usual school day as closely as possible. Lessons and tasks will focus on phonics or reading, English and maths, personal and social education. A topic theme will also be included where possible.

- All staff will protect and look out for the welfare of students when learning remotely. Any cause for concern regarding the child's safety or wellbeing will be reported to the Designated Safeguarding Lead.

Implementation

- Our approach to learning and teaching is rooted in the principals of metacognition and Rosenshine's principles of instruction.
- We have adapted our teaching cycle for remote learning.
- Teachers are using the following strategies to support remote learning and teaching to ensure working memory is not overloaded, explanations are clear and key concepts are presented clearly;

➢ Breaking learning down into simple steps

➢ Pause points (pause button)

➢ Pictures and images

➢ My turn your turn

➢ What a good one looks like examples

➢ Support resources

Activities set by teachers focus on practising and applying new learning and skills. Repetition helps children develop fluency and embed key concepts in long term memory.

Regular feedback is provided through class emails, MS Teams, Purple Mash and weekly phone contact.

Virtual learning environments

Microsoft Teams & Vimeo

We have an Academy Vimeo channel with lessons recorded and uploaded by staff to cover all areas of the curriculum. These videos have used a 'mobile first design' meaning that the majority of devices, including mobile phones, can be used to access each video.. These videos all follow our key principles of remote learning including the use of dual coding, examples presented in a familiar way and 'pause points' in order to manage cognitive load.

Each class has been set up on MS Teams with links provided for asynchronous learning as well as the live lessons that will take place for Y6. Children can ask for support, submit work and receive feedback from their class teacher using this platform. These lessons and tasks are updated daily by class teachers on MS Teams.

Purple Mash

Every child in school has a login for the VLE 'Purple Mash' which allows them to login and access a range of activities tailored to the National Curriculum either of their choosing, or as set by their class teacher. Once they have completed and submitted an activity, children can discuss the task with their teacher through Purple Mash. We have created and shared a 'How to guide' in multiple languages to allow parents to support their child with accessing and using the site.

TT Rockstars

Every child has access to 'TT Rockstars' to practise their times tables facts in line with the National Curriculum.

Children have been provided with a unique QR code to allow easy login to their TT Rockstars account. We have created and shared a 'How to guide' in multiple languages to allow parents to support their child with accessing and using the app.

Class Dojo

Class Dojo was chosen over alternative VLEs as parents can be invited using just a mobile phone number instead of an e-mail address. Once connected, parents can contact class teachers directly for support with activities or accessing remote learning – as well as submitting completed work by uploading photos. They can also connect with the school community and engage with whole school announcements.

Class Email & Skype for Business

Parents and children can also contact their class teacher via their class e-mail address. They can use this channel to request support and to submit completed work.

Staff in remote learning teams have access to a Skype for Business subscription – this allows them to use their laptop to contact families by phone. This has been a valuable tool for keeping in touch and for offering technical support over the phone to talk families through how to login to our VLEs and access our remote offering.
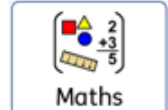
Remote Learning - Intent

OCL expectations of remote delivery.

	Year 6	Year 1 to Year 5	EYFS
Type of delivery	Synchronous (live) lessons and check ins	Asynchronous (pre-recorded) lessons with live check ins	MS Teams **or** on-line learning journals (e.g. Tapestry, 2 Simple)
Method of delivery	MS Teams	MS Teams	MS Teams **or** on-line learning journals (e.g. Tapestry, 2 Simple)

Remote learning – Timetables

An example daily timetable showing planned activities for both online and offline lessons. Online lessons and materials are made available to allow children to access them asynchronously.
The class timetables for remote learning are in the school website and meet the DfE requirements.

	9:50 – 10:00	10.00-10.45am	10.45-11.00am	11.00-11.45am	11.45-12.00pm	12.00-12.15pm	12.15 – 12.30pm	12.30 – 1.00pm	1.00- 1.15pm	1.15 – 1.45pm	1.45pm - 2.00pm	2.00pm
Online (All accessed live on Teams)	Morning meeting	Writing English	Break Break	Maths Maths	Break Break	Shared Reading Register	SPaG SPaG	Lunch Break Lunch	Spelling Spelling	PSHE	Storytime	Log off Teacher available for feedback and support
Offline		Writing Pixl 10 for 10 holiday challenge	Break	Maths Printed White Rose Premium Resources	Break	Shared Reading Printed Pixl 3 in 3	SPaG CGP Books	Lunch Break	Spelling Spelling Shed print out	Topic Teacher set and printed		Teacher available for feedback and support

Please spend 30 minutes completing activities and 2Dos on Purple Mash, 15 minutes using TT Rockstars and 15 minutes physical activity each day.

Support

- We recognise that some children may need support from and adult at home to be able to access remote education.

- Class teachers will work together with families to agree how support can be provided from school and from home to help individual children access learning that meets their needs.

- Lessons will be pitched at the correct level for the children in the class, this might include children in the class accessing different activities.

- Support resources are also included on Teams and Class Dojo for children to use to help them.

Parental engagement

- We have high expectations of children's engagement.

- We expect all children to access our remote education provision and complete the activities they have been set.

- We encourage parents to help their child by making sure they are up in time for the morning registration session, helping them find a quiet space to work, making sure they have basic equipment like a notebook and pencil and praising them for joining in.

- A home learning help guide is sent home which includes a cover letter with useful websites and contact details for class teachers to request support, more work or to submit completed work. As well as how to guides that explain how to access all of our remote learning online.

- We have provided intensive support for families in home language to access our remote learning offering. Families that needed support have received a phone call from an IT technician to talk them through how to access our VLEs and if necessary, access their school-loaned device remotely to adjust settings. A native speaker has been present on these calls to translate for families. As families have been able to access remote learning this has lead to increased engagement.

We have created 'How to Guides' to help parents support their children in accessing the virtual learning environments we use. The videos have been translated into community languages to make sure they are accessible. Within 24 hours of being uploaded and links sent to parents these videos received over 200 views on our Vimeo site and we saw increased engagement the following day as a result.

Online safety and safeguarding

- All children regularly engage in age-appropriate online safety lessons in the classroom. Children have access to a range of resources including the 'Thinkuknow' website, activities that encourage them to create their own e-safety resources on Purple Mash and character development activities to instil positive digital habits on Pixl.

- We aim to ensure families know how to support their child to stay safe online at home. We have created online safety videos in a range of community languages. The videos have been designed using the government's 'Thinkuknow' campaign which has been created by CEOP.

Staying Safe Online – English   Staying Safe Online – Arabic   Staying Safe Online – Roma

- We also have an online safety page on our website with more information, useful links and activities.

Remote learning – Offline

- During Lockdown 1 we carried out a parent survey that found only a third of children had access to an internet connected device.

- In order to maximise opportunities for children to engage in online learning, the Academy provided 24 internet connected devices to families, giving 60 children access to all of the online remote learning.

- To mitigate this we also provide high quality learning opportunities that are 'paper based'.

- Home learning resource packs were sent home for all children and included exercise books, pencils, crayons and stage appropriate reading books. Stage appropriate White Rose maths activity books have also been sent home.

- CGP reading, maths and grammar, punctuation and spelling books have also been provided for children in Y2 and Y6.

- Class teams have access to skype for business calling so that they can engage children who do not have access to an internet connected device in remote learning.

- A home learning pack which has been planned and resourced by the class teacher to match the learning planned for that term is also printed and provided for all children who do not have access to online learning. All work packs are aligned to the curriculum to provide meaningful work.

- Children are encouraged to submit completed work using a mobile phone so they can receive feedback.

EYFS

EYFS are split into 3 stage appropriate classes with expectations and activities tailored to the stage of development.

Activities focus on the same timetable and content that children would receive in school to help manage cognitive load. These sessions cover phonics, English, maths, a foundation subject task and a storytime at the end of the day. These are all recorded to allow children to access them asynchronously and enable them to pause and rewind sessions to allow them to learn at their own pace.

Class Dojo has been most effective at engaging families in online remote learning. Families have engaged well with uploading completed work and this has allowed school, children and their families to celebrate success and gives vital opportunities for dialogic feedback to improve work and address misconceptions. The messaging function on Class Dojo has also allowed parents to communicate effectively with teachers to address any questions and concerns.

Most parents have said they prefer using the paper packs with their children at home. Parents have been encouraged to send a photograph of activities and paper based learning on Class Dojo or class emails so that staff can praise children and provide feedback even when working on paper-based activities.

Staff who speak community languages have provided intensive support to engage families in remote learning and help them to login and access the services.

Auting remote learning

Parents said…	We did…
They valued activities that were fun, varied, easy to use and most importantly allowed children to learn at their own pace.	The use of 'pause buttons' feature heavily in our online lesson videos. Teachers encourage children to pause the video, complete any tasks they wish, then continue watching when they are ready. All lessons can be accessed asynchronously to allow children the opportunity to revisit the learning at any time.
They would like to see more opportunities for their children to access resources for foundation subjects.	Online lesson videos via the school's Vimeo channel now include foundation subjects such as D&T, Geography and P.E.
Their children needed further support to complete some of the assigned tasks.	Any tasks that children are set are modelled by class teachers in lesson videos so children can review the method at their own pace. Class Dojo and MS Teams have been set up as a way for children to request further support. This can be done anytime through the chat functions of these VLEs or during the daily live 'morning check-ins' that children can join with their teacher and classmates on Teams.
Their child would like to be able to share their work with their class teacher and receive feedback in ways other than over the phone.	Reminders at the end of video lessons are used to tell viewers that work can be submitted via e-mail, uploaded to the class Teams channel or photographed and sent to the teacher on Class Dojo. Once submitted, the class teacher can use any of these methods to provide feedback on the work.

Staff CPD and opportunities

- Staff training on how to create and deliver asynchronous online lessons with a focus on both the pedagogical approach and the technical aspects of recording and submitting.

- Staff training on Purple Mash.

- Staff training on how to use MS Teams to deliver live lessons to children in a safe and effective way.

- Daily staff briefing in Lockdown 3 using Teams so staff can collaborate and share their experiences of remote learning, share good practice and engagement success stories and also problem solve.

- Staff training sessions provided weekly in June and July 2020 through the 'Oasis Summer Series' with a focus on pedagogical approach both through remote learning and classroom based learning. These sessions were adapted from Rosenshine's 'Principles in Action'.

- Staff provided with advice on the use of personally owned devices (PODs) and Oasis acceptable use policy to ensure safeguarding and GDPR compliance when working remotely.