Remote Education at Oasis Academy Clarksfield

Intent:

Our remote education is aligned to our onsite curriculum as much as possible. Children receive the full timetable as they would do if they were on site. Our high expectations have remained and we have the same expectations in the quality of teaching

EYFS:

Nursery and Reception children use the online Tapestry journal for their remote learning. A variety of interactive and fun tasks such as Go Noddle/Literacy/Phonics/Elklan/Reading/Story time is set on a daily basis which totals to 10 sessions each day. Pre-recorded phonics sessions are very popular. Maths and Literacy lessons from Oak Academy website, which matches our school medium term plan is used. Parents often give the activities a 'like' and leave a comment. The teachers and support staff give written comments/feedback immediately. Live weekly sessions are a delight! Show and tell during the live sessions are very interesting and exciting. A small number of vulnerable and SEN children who are learning in school, take part in a variety of different activities that is planned and delivered by the teachers. A small number of children who do not have access to the Tapestry online platform receive a paper learning pack, which the teacher prepares and delivers. Keeping in touch calls weekly carried out by staff ensures ALL our children in the EYFS are safe and well.

KS1/2:

Children receive a mixture of pre-recorded and live lessons matching the full curriculum offer they would receive on site. This includes a mixture of Oak Academy, recorded lessons by each teacher and LSA, and live sessions on Teams or Zoom. Teachers and LSAs facilitate live feedback sessions several times each week as an opportunity for children to ask questions and re-visit learning from the week to address any misconceptions. It is also a chance to support the children's SEMH. All learning is posted onto Class Dojo as a central platform for children to access their remote learning. This also allows instant feedback via commenting on portfolio posts and instant messages to children and parents to ensure regular contact is made and continuous feedback is given.

In UKS2, live assemblies are delivered every morning on Teams to set the children up for the day and to be clear on expectations. These also act as feedback sessions and an opportunity to share work samples and good practices.

Weekly KIT calls and regular messages on Class Dojo enable us to keep regular contact.

Pupil Premium:

The Pupil Premium funding has been redirected to support pupils during lockdown. Where appropriate the funding has been reallocated away from some of these projects to support PP children during the lockdown with their home learning, transport to school and their SEMH. Please see full Pupil Premium report for a full breakdown.

SEND:

At Oasis Clarksfield we recognise that our pupils with additional and Special Educational Needs and Disabilities (SEND) may not be able to access the remote education offered without support from adults at home. We acknowledge the difficulties this may place on families whilst working remotely, so make specific considerations to work closely with parents and carers to mirror the support these pupils receive in school. Each child receiving a personalised curriculum receives paper work packs and virtual 1:1 interventions with their usual supporting adult to continue to work on their targets. They receive differentiated timetables often consisting of pictures to locate work independently and differentiated virtual sessions to meet their needs. Matching our Universal Offer, parents and carers have the access to message teachers directly and these families receive additional calls to keep in touch and access support. These children also have access to a place in school.

Phonics:

We have tried to keep the teaching of phonics as similar to that the children would receive if they were in school. Each day the children in both Year 1 and Reception receive a pre-recorded phonics lesson, which mimics the lesson structure we teach in school. These pre-recorded lessons are differentiated dependent upon the gaps in children's learning using our most recent assessments to ensure the learning is tailored to the individual. The children respond to the lessons with photographs of their work and videos of them participating. All children in EYFS and Year 1 have a phonics curriculum offer as well as the lowest 20% of children throughout school. In addition, we are currently holding daily live phonics interventions each day for those children who would also usually receive these in school. These interventions target our lowest 20% and Pupil Premium children.

INA:

Children have continued to be supported by adults from the LSC groups on early language support. Personalised pre-recorded lessons have been provided for these children with resources packs to accompany them, being hand delivered to their houses each week. The lessons focussed heavily on Race to English, with intense phonics and HFW support. The children and their families were also allocated an adult to support with translation and for their SEMH throughout the lockdown period.

Vulnerable:

Our vulnerable children have been identified by the DSL and have all been invited to attend school. For those working on site they receive the same curriculum offer as before. For the vulnerable children working from home, they receive regular phone calls from the DSL to check on welfare and offer support to the children and their families. All calls are recorded on our in-school system. The full curriculum offer is provided for children working from home. Children receive additional live sessions with their teacher to give them extra support in their area of need, predominantly reading and/or phonics but also to provide additional support for their SEMH.

Reading:

As Reading is a current focus on our ADP, it still remains a high priority in our remote education.

EYFS and KS1: Reading is set as a daily activity where children choose a book to read from a set booklist via an online platform which match their Guided Reading books they would be accessing in school. The children watch a pre-recorded book introduction for their book and have chance to read independently before accessing a live guided read and follow up session to hear the children read, assess comprehension and understanding and to discuss the text. Assessments are made via these live sessions and progress is monitored. Follow-up activities are then set based on this reading where children submit their learning to their teachers. The next Guided Reading books are then chosen for each child based on assessments from the live Guided Reading sessions.

Live Guided reading interventions are also taking place daily for all children, with additional interventions for the lowest 20% and Pupil Premium children.

KS2: Children receive a daily pre-recorded lesson using recorded PowerPoints from their teachers. These lessons follow our Reading structure and Long Term Plan as it would do if the children were on site. These lessons use the quality text from the Long Term Curriculum Plans and high expectations of reading skills and vocabulary remain. Children respond to the text in an exercise book given to them to work in at home to mirror their learning at school.