



15<sup>th</sup> January 2021

Dear Parent/Carer

On 11<sup>th</sup> January Ofsted published a [short guide](#) written by Professor Daniel Muijs, to support schools in developing their remote education offer. We are very pleased that the findings in this report support Omega MAT's approach to remote education in our schools and you are able to read the guide via the link above. We wanted to use this opportunity to remind you of our approach to remote education in our primary schools, how we are meeting expectations from DFE and provide further guidance for you and your child(ren) to support with remote education.

We are proud of the work of our Headteachers and their staff, who have worked tirelessly in recent months and particularly since 4<sup>th</sup> January, to facilitate quality remote education whilst balancing the demand of providing face-to-face support for the children of critical workers and vulnerable pupils. Whilst we are in no way complacent about our remote provision which we will continue to develop, we are confident in the rationale and approach we are taking and this is supported by Professor Muijs findings and those of the Education Endowment Foundation.

Many thanks to parents/carers who have already provided positive feedback regarding the remote learning that their child is doing; we are keen to hear your views so that we can fully support pupils and parents during this challenging period.

On 7<sup>th</sup> January DFE updated their guidance for schools on expectations of remote education provision and these are detailed on the following pages with an explanation of how we are seeking to meet them.

We understand that accessing remote education will be a significant change to the way in which your child is used to learning and you may have worries and concerns about how you might be able to support your child(ren). We've suggested some ideas which we hope will help parents and carers to support their child in getting the most out of their remote education experience.

Yours sincerely

Andy Day  
Director of School Improvement



| <b>Department for Education Guidance</b>  | <b>Remote Education provided by Primary Schools in Omega MAT</b>  |
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| <p>Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.</p>   | <p>Primary Schools in the Omega MAT use Seesaw as the main digital platform for remote education provision. We have expertise across the MAT in Seesaw which has been developed over a considerable time, with staff Pioneers providing training for colleagues during the Autumn term. Seesaw enables teachers to provide recorded input leading to pupil-teacher interaction and enabling immediate individual feedback to be given live, through recorded videos and in written form.</p>  |
| <p>Overcome barriers to digital access for pupils by:</p> <ul style="list-style-type: none"> <li>- distributing school-owned laptops accompanied by a user agreement or contract</li> <li>- providing printed resources, such as textbooks and workbooks, to structure learning</li> </ul>  | <p>Our schools have purchased digital devices for pupils who do not have access to laptops or other devices at home, and we are working hard to meet further demand. Please contact your child's school directly to speak about how you may be able to access these devices. Alternatively, printed resources and packs are available from school should your child(ren) require these.</p>   |
| <p>Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.</p>   | <p>There is an expectation that pupils engage with learning on a daily basis and this is monitored by class teachers/teaching assistants who keep a register of who has engaged with each activity set. If your child is unwell/unable to engage with remote education contact your child's school in the usual way. Pastoral welfare calls will take a place on a regular basis in addition to live class pastoral sessions/assemblies on a digital platform (e.g. Microsoft Teams, Zoom or Google Meet).</p>  |
| <ul style="list-style-type: none"> <li>- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources</li> <li>- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion</li> <li>- Provide scaffolded practice and opportunities to apply new knowledge</li> <li>- Enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate</li> <li>- Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge</li> <li>- Avoid an over-reliance on long-term projects or internet research activities</li> </ul> | <p>Teacher instruction/explanations are key elements of teaching and through Seesaw your child may access recorded instructions and scaffolding from their teacher.</p> <p>Feedback on remote lessons and activities is planned in accordance with our whole school feedback policy. More immediate feedback is given through real time response. Daily feedback is given for maths and English and weekly for other subjects.</p> <p>Children submit work once an activity/lesson is completed and feedback is provided in line with the school policy. Staff can also send work back to the child with notes/video messages on how to improve. The child can then resubmit the work once improvements have been made.</p> <p>For our youngest children verbal feedback is recorded for the child giving age appropriate information on next steps. Written feedback can also be sent to parents alongside this giving more specific points for improvements or advice. The curriculum that is offered through remote learning has been carefully planned to ensure that new learning is taking place in a sequenced series of learning activities linked to the whole school curriculum. It builds upon prior learning and assessment.</p> <p>For our youngest children packs have been made available for parents to ensure that children have access to some of the tangible resources that they will need for their remote learning.</p> |
| <p>Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:</p> <ul style="list-style-type: none"> <li>- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>- Key Stage 2: 4 hours a day</li> </ul>   | <p>All year groups are provided with recorded teaching and activities which meet the requirements set by the Department for Education. In addition to these activities, optional ones are set which will provide further challenge for children.</p> <p>Lessons are recorded and released to manage pupils' workload on a daily basis. They are available for access during the week in order to accommodate parent/carer work schedules, and other family commitments.</p> <p>The school will provide live pastoral sessions/assemblies on a digital platform (Microsoft Teams, Zoom, Google Meet) which will focus on social interaction. Live feedback sessions will also be planned.</p>  |
| <p>Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs</p>   | <p>Instructions are recorded and PowerPoints narrated. Most tasks and activities will have a recorded explanation to support pupils' understanding. Additional parents' recordings are provided and can be accessed if required.</p> <p>Communication, feedback and guidance to children and parents are in line with school feedback policy. Support packs are sent home with concrete materials.</p>  |

| <b>How can I support my child with their remote education?</b>  |  |
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| TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING                | We recognise that parents may well be working from home whilst their child is engaging in remote learning and this will be a challenging period. It will be beneficial if you are able to take an active interest in their learning and help support them where necessary, even if this is for short periods during the day or once your working day is finished. Teachers will provide feedback and support and respond to any concerns you may have. |
| MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY          | It is important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite and behave appropriately when learning. Schools have really enjoyed receiving videos via Seesaw from children who have shared the activities that they are engaging in at home.   |
| ESTABLISH A DAILY SCHEDULE AND ROUTINE                          | Working from home and trying to learn in a more informal setting may be challenging for pupils. Try to stick to a daily routine and use the timetable/schedule provided to help your child keep on top of their daily learning.  |
| ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES | Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will try to structure a range of activities to allow a break from screen time.  |
| ENSURE YOUR LEARNING DEVICE IS IN A PUBLIC SPACE IN THE HOME    | It's important to consider where your PC or laptop is placed if video/recording is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom when recording as this could be deemed inappropriate.   |
| MAINTAIN APPROPRIATE FEEDBACK WITH TEACHERS                     | Engage in communication with teachers where possible, and try to feedback progress and development. Be transparent but remain professional and use agreed school procedures to communicate.  |
| MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH                | Although our schools will endeavour to structure times for social interaction through Seesaw, the nature of remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to interact with friends in other ways. Where you have concerns please contact your child's school.                                |