



Information for parents and carers regarding Ocean Academy's Remote Education Provision.

See also the Ocean Academy remote education strategy document.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

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

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Please bear with us in the first few days of any isolation period or closure. The approach we take depends on the cohort affected and the staff we have available.

Teaching staff will set work on Google Classroom www.classroom.google.com for pupils to complete at home. This will link to the curriculum content they would have been covering at school with adaptations made with regards resources that can be available at home. Where immediate access to an IT device is not possible, paper versions of the work will be sent home.

We will then work towards live or recorded remote lessons via Google Classroom delivered by the pupils' class teacher or a teacher from their year team, following the normal timetable wherever possible. Teaching will include:

A live meet and greet from a teacher in your child's year team will take place each day.

Recorded lesson introductions and modelling from a teacher in your child's year group.

Tasks to complete on a variety of platforms – hand written, Google forms, Teacher Made, quizzes etc.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Yes, we aim to provide broadly the same curriculum and follow the same timetable and timings as we do in school. This will be dependent on staff availability, but this is always our ultimate aim.

We will adapt the learning for all to ensure those learning at home can access each activity, for example use art resources that can be found at home or give alternative PE activities (i.e. use a ball of socks rather than a tennis ball).

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 take pupils broadly the following number of hours each day:

Key Stage 2	A minimum of 4 hours per day as shown in the timetable below.
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How will my child access any online remote education you are providing?

Accessing remote education

Google Classroom www.classroom.google.com

[Please read our Remote learning provision document by clicking here](#)

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:

We will lend laptops / chrome books to families who do not have access to IT hardware. This will be in relation to the number of items we have at any given time to be able to do this. Parents should contact the school office for further information at office@cean-aspirationsn.org.

Paper versions of all learning will be delivered or posted weekly (as appropriate) to those parents who request this. Parents should contact office@cean-aspirationsn.org to arrange a collection.

Any completed work can be returned to school or posted back. Work can also be returned when new work is delivered. Parents can also take photos of work and email back to school at Office@cean-aspirationsn.org. Parents should contact school if they are unsure about what is/is not appropriate to email to school on 01202 606888.

How will my child be taught remotely?

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

The learning task should be uploaded before 4:30pm and a teacher from that year group will respond.

Online learning will be set in line with the work provided in school and will continue to follow the National Curriculum and the Ocean Academy Learning Journey Maps. All children will follow the same timetable and be offered the same learning opportunities wherever possible.

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Learning is modelled by the teacher through a prerecording of the skills and knowledge needed to undertake the lesson or activity set.

We include virtual meetings, live chats or video tutorials to maintain a human connection. Members of the senior leadership team also record assemblies, catch up etc. to keep in contact with all pupils whether they are in school or at home.

Parents might either be at work or working from home. We have designed learning that prompts pupils to learn as independently as possible. The video links model learning step by step and the structured timetable focuses the learning throughout the day.

Timetable is set as follows:

Requests are made to parents to try to adhere to these times, however all work and tutorial videos will be saved on the Google Classroom Drive so that if parents cannot meet these timings for whatever reason, they can still access the learning and upload the work if requested between the hours of 9 am and 4.30pm daily.

Live teacher greeting and plan for the day (everyday). Sharing good news etc.	
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English work uploaded with a teacher modelled video and teacher/s monitor Google Classroom to respond to any requests for help, challenge learning throughout the session. Feedback from the teacher will happen following each session on that day.	1 hour
Skills catch up, handwriting etc.	
Maths work uploaded with a teacher modelled video and teacher/s monitor Google Classroom to respond to any requests for help, challenge learning throughout the session. Feedback from the teacher will happen following each session on that day.	1 hour
Times Tables work, TT Rockstars, skills catch up.	
Lunch.	
Reading time. Pupils read own age-appropriate text independently or with an adult. Links to online stories, read by the authors, may also be uploaded by year groups.	2 hours
Each afternoon focuses on a curriculum subject – teacher modelled video uploaded and requested uploaded work will be responded to each day. PE will allow pupils to follow the guided activity or link or to be active within their own family.	
Assembly from Principal or Vice Principal every Monday and Friday	

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?

All pupils are expected to complete the work set each day and work for the designated amount of time set for the day (at least 4 hours per day). Pupils are expected to upload work as requested and parents may need to support their child with this. Most work set will promote independence through the phased learning system. However, your child may need support with reading questions, self organisation etc. Teachers will specify if the work set has to be completely independently completed. Parents are encouraged to support when their child asks for help rather than guide them through the whole task. Parents should let staff know if their child is finding the work to complex to complete with some degree of independence.

We thank all parents for their support with their child's remote learning, and we accept that it is not an adequate replacement for the face to face teaching they get at school.

Parents might either be at work or working from home and so we have designed learning that prompts pupils to learn as independently as possible. The video links model learning step by step and the structured timetable focuses the learning throughout the day.

Parents should contact the school office for support as needed. This includes asking for advice as to how to support their child with schoolwork and also technical support as needed.

It is expected that parents will support learning where possible by ensuring their child has access to the learning (IT or paper) each day and support this learning as appropriate.

We have clear expectations for online participation and parents and pupils will be asked to sign the 'Acceptable Use Agreement'.

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

We take the time to connect each day by providing feedback, uploading some new resources, or even just sending a hello message through Google Classroom or Marvellous Me.

Every morning, teachers will greet pupils with a live link and a discussion about what the day has in store for them. Pupils can comment or ask questions using Google Classroom. All comments and questions are monitored by staff and any inappropriate comments result in that child being muted from Google Classroom for a period designated by the teacher. Pupils can still access the work but cannot comment on the class 'chat' or question platform.

Google Classroom enables the teacher to know when a child accesses the platform and for how long. It also alerts the teacher if work is not being uploaded or quizzes etc. are not completed.

If a child does not upload work, the teacher may initially send a Google message to the child within Google Classroom. If lack of engagement continues, teachers will inform the parent to check there are no technical issues and remind parents of the expectation.

If a child does not access Google Classroom at all, the academy pastoral team will be involved and will (in conjunction with the class teacher) contact the parents to offer support.

Every Friday, year leaders list those children who have not accessed learning, and all follow up actions are recorded.

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

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Assessment of learning happens daily, with teacher feedback and through the strategies listed below.

Summative assessment tasks are set over a 3-week period to assess learning in reading, writing and maths. Mark schemes have been agreed within the academy and fed back to the Trust. Teachers will use a variety of evidence collected over time to assess learning and agree on working towards, expected or greater depth learning. Communication with parents throughout the week occurs if pupils are not accessing learning or if they need additional support with a particular concept. Teachers are also offering support to parents to ensure they can support their child effectively.

Weekly goals and targets are set through quizzes and tasks to prompt pupils to set goals and achieve and challenge themselves. This might be:

- writing a new chapter of a story
- setting a new personal best with a practice activity or quiz
- achieving a certificate or reaching a new level in a gamified programme (TT Rockstars)
- remembering the knowledge from more of the topic flashcards

Work is set in phases and pupils can complete all phases if they choose or start at the phase that they feel ready for and challenge themselves to reach the greater depth learning task as appropriate. Teachers can monitor the phases pupils are undertaking and will prompt pupils to ensure they are working to their full potential.

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:

Our SENCO will contact parents weekly to offer support to pupils.

All pupils with an EHCP or who are vulnerable are invited into school each day to carry out their learning.

Work will be sent home at your child's level each week.

Physical and concrete resources will be available for parents to borrow if they need them. Parents should contact office@ocean-aspirations.org.

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?

The work provided will be in line with the national curriculum for your child's year group and in line with your child's ability (some work may be scaffolded or differentiated). This work will follow the same planning as those pupils in school.

Paper versions of the curriculum will be sent to parents in the first instance.

Google Classroom may be used but will only be monitored at the end of the day when work will then be marked.

Pupils and parents will be guided to use appropriate platforms online such as BBC bitesize, TT Rockstars to support learning.

Ocean Academy remote education curriculum each term can be found on the Ocean Academy remote provision document. This can be found on the academy website. www.ocean-aspirations.org.