



Oxford House
School

Online Teaching and Learning Programme

Updated January 2021

Introduction

I hope that you were all able to enjoy Christmas despite the restrictions that were imposed upon us at these times.

We have once again had to move at an exceptional pace after Boris Johnson's dramatic U-Turn on Monday 4th January. This is certainly not the way that any of us wanted to start 2021 and it saddens us greatly that all the children cannot be in school. We have done our best to respond at very short notice and have managed to accommodate all children who needed to attend school so far. Fortunately, we took the decision, back in August last year, to invest in protecting the school for the likelihood of a further National Lockdown, and potential physical shutdown of schools. All students in Forms III and up now have their own personal device – this is a significant difference to the last lockdown.

We feel that a document that helps to outline our approach to Online Teaching and Learning for the Spring Term of 2021 will be valuable for us all. You will have received much of this information previously, but we hope in bringing it together at the start of term, it helps to answer questions and to provide you with the reassurance that the Oxford House School community is doing everything it can to support your children both academically and pastorally. We will continue to update this document as our programme continues to evolve.

We continue to learn as we go and are getting better every day. We have been so grateful for your wonderful feedback and continued support of the entire teaching team.

The coming weeks will undoubtedly contain many new challenges but I am sure that by working together as a school community our children will have the structure they need, as well as the time to be creative and have fun, maintaining a happy balance between work and play for them and hopefully a happy balance for yourselves too.

As always, we are here to support. Do please let us know if you have any feedback on our programme to help us shape and refine it even further or if you need any support or assistance with the programme.

My very best safe and healthy wishes to you all.

Mrs Sarah Leyshon
Headteacher
Oxford House School



The Academic Curriculum

Teachers will continue to plan and deliver the curriculum the children would have been accessing in school. They will, as always, when planning for learning, ask the questions:

- What do I want students to learn?
- What will learning success look like?
- What is the best task or experience? (on/off line)

However, in these changed times, we will work with age-appropriate technology platforms to deliver that learning in a way that delivers the best possible experience for your child.

Microsoft Teams

This platform will be used for the synchronous element of teaching and learning. As you will see from your child's timetable, we have tried as much as possible to keep to the timetable structure that your child is used to in school.

Registration, a live English lesson, a live Maths lesson and specialist teaching for French, Music, Drama and Games will all be delivered in this way.

- Forms I to III will receive 2 hours of live teaching input each day: 1 Maths, 1 English and one other lesson each day
- Forms IV-VI will receive 3 hours of live teaching input each day: 1 Maths, 1 English and one/two other lessons each day

All sessions will be recorded and will be available to be accessed later if the time of these is not suitable for you owing to your own working pattern or technological limitations at home.

We know that there will be some challenges in using this technology, however, the children are now much more confident and successful in this area.

Access to platforms

We now know that the technology that we have selected to use is both reliable and simple in terms of accessibility. However, as with all technology, things can go wrong. For this reason if you encounter any technical issues please contact: OnlineLearningSupport@Cognitaschools.co.uk

The Wider Curriculum

Despite changed times, we continue to value the wider curriculum. We will continue to expect children to attend all of their lessons, including specialist lessons in Music, Drama, French and Sport as they would in school.

Reading

There is an expectation that all pupils read daily for at least 5-10 minutes, aside from their timetabled activities in line with usual school routines.

Useful websites to support with relevant reading material are:

www.oxfordowl.co.uk

www.teachyourmonstertoread.com

www.getepic.com

Reading to your child, accessing online stories and listening to recorded stories from our teachers will be both enjoyable and beneficial for all of our children, but particularly for those who are unable to read independently yet.



Screen Time, Feedback and Drop-in sessions

Screen Time

Guidelines suggest that screen time for children should be limited. We have kept this firmly in mind when planning our curriculum and will continue to provide work that does not require children to sit solidly in front of the computer. Synchronous sessions may have 30 minutes of face to face teaching, 20 minutes of independent work off screen, and then another 10 minutes of face to face to reinforce learning and address any issues. This way children still get the engagement of live teaching, without too much extended screen time.

Feedback

Your child's teachers will continue to provide timely and constructive feedback to aid progress and attainment. They will also use a variety of methods to assess the learning of the children throughout this time, including marking work, asking formative and summative questions face to face, and using quizzes to assess understanding. This will be in a variety of formats including:

- Marking work
- Audio messages
- Score for tests
- Use of success criteria
- Face to face during 'drop-in' sessions on Microsoft Teams

Drop-in sessions

You will notice on your child's timetable that there are 'drop in' and 'Wellbeing' sessions scheduled. These are invitational sessions to work with small groups, where needed, to support and extend learning in a personalised way and to support children's emotional well-being. If your child is required for one of these sessions, their teacher will let them know and an invitation to join the session put in their Microsoft Teams calendar. This provides teachers the opportunity to still run interventions and small groups as they normally would.

Pastoral and Wellbeing

Pastoral Support

Your child will have access to their class teacher at many points throughout the day to see how the children are and how they are getting on. Each day, school will start off with a registration which is dedicated to pastoral time and gives an outline of the day. Drop-in sessions will also be scheduled as necessary.

House system

The House System continues to operate online, where pupils receive house points for contribution to lessons and outstanding work as usual. There will continue to be sport challenges.

Pastoral concerns or queries

It is important that pupils and parents know that we are here to support them during our Online Teaching and Learning Programme. If you have any pastoral or wellbeing concerns, please contact your child's Form teacher in the first instance. They might choose to escalate this to the appropriate staff. All concerns will be dealt with as swiftly and comprehensively as they would normally be in school.



Safeguarding

Safeguarding guidance for online working

We recognise that our pupils may have increased access to the internet, as they spend more time at home and as they access our Online Teaching and Learning Programme. We would therefore recommend the following guidelines:

Where possible, please ensure that you have the appropriate settings in place on the devices that your children will be using.

We will be treating the online environment as part of the school day. Children should ensure that they behave appropriately and are suitably dressed whilst online.

Please be vigilant about the sites that your children are visiting and any pop ups on those sites. You may need to check their work as well as having a good understanding of the tasks that they are undertaking.

We ask that parents supervise online sessions in an appropriate manner, but please note that parents do not need to be in lessons. Utilise the time!

The teachers will set out some ground rules and expectations for how each session will run. Please support them in helping your child to meet these expectations.

If your child is unwell or unavailable at the time of their scheduled lesson, please let the school office know.

Ensure your child has adequate breaks from devices. Children will be set a wide variety of tasks by staff to try and encourage the use of mediums other than electronic devices.

Our school safeguarding policy remains in place, which can be found on our school website with a specific home learning addendum, and if you have any concerns of a safeguarding nature then please contact the school's Designated Safeguarding Lead,

Mrs Khatri: tessa.ardley@oxfordhouseschool.net or her deputy,

Mrs Knight: wendy.knight@oxfordhouseschool.net

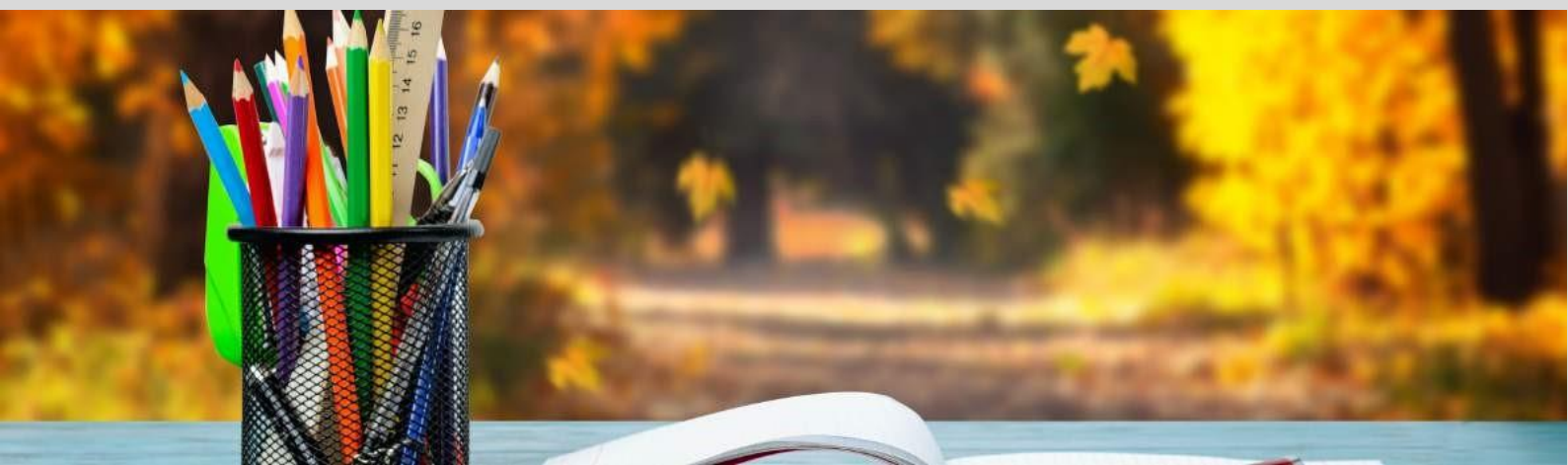
Expectations

In our Online Learning Agreement, we outline our rules for using the internet safely and responsibly at home whilst the Oxford House buildings are closed.

Please ensure that you have read and completed this agreement with your child. This is to ensure that our learners and teachers are safe online and that all behaviour is appropriate, constructive and responsible.

In addition to online safety, please also encourage your children to live a healthy lifestyle whilst not at school. Please support them to:

- Eat healthily
- Keep in personal contact with their friends
- Be punctual and appropriately attired for any live sessions
- Focus well on their school work – no gaming windows to be open during lessons
- Keep communicating with us.



Contacting us

Please be assured that staff are contactable each day during our term times and are available to support pupils through their Online Teaching and Learning Programme. If you e-mail a member of staff, they will endeavour to get back to you as soon as they can, but always within two school days. To allow staff to maintain healthy boundaries between work and home life, we are not expecting them to respond to emails outside of the working day.

Please direct general queries to your child's Form Tutor. With issues relating to specific pieces of work, please contact the relevant subject teacher in the first instance.

- For issues with our pastoral provision or the academic provision as a whole, please contact Mrs Leyshon: sarah.leyshon@oxfordhouseschool.net
- For general questions regarding safeguarding, please direct these to Mrs Khatri: tessa.ardley@oxfordhouseschool.net

Please feel free to contact any other member of staff as you would normally do for all other school matters.

Resources for parents

In addition to the Online Learning Programme led by our school team, we recommend the following sites as good sources of content.

Phonics

www.phonicsplay.co.uk

Maths

<https://nrich.maths.org/>

<https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths>

<https://whiterosemaths.com/homelearning/>

<https://www.mathematics mastery.org/free-resources>

Physical development

www.youtube.com/user/CosmicKidsYoga

Josh Evans youtube channel:

https://www.youtube.com/channel/UCKrQBM_9-k4HKOkWzmuWMfw

Mini Crickets youtube channel:

<https://www.youtube.com/channel/UCEYgpx--G6kR6urlor3dJPQ/videos>

Online story reading:

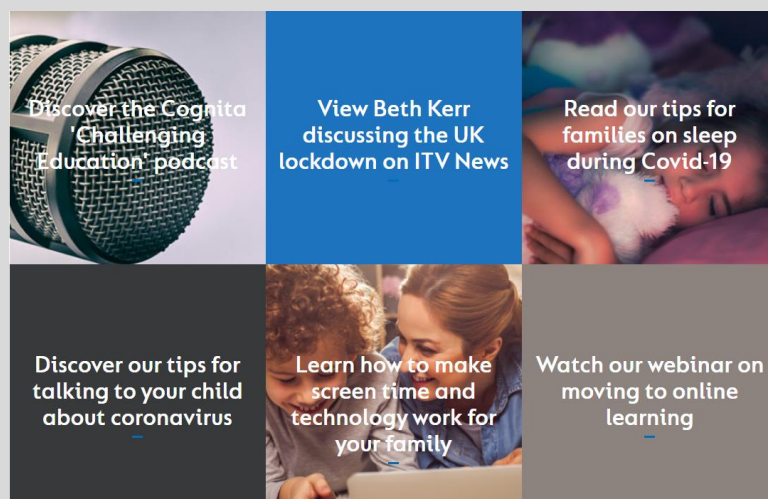
<https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>

<https://childrens.poetryarchive.org/>

<https://stories.audible.com/start-listen>

A range of resources, tips and advice to help families during school closures is available and be continually updated on the Cognita website.

<https://www.cognita.com/cognita-be-well/resources-for-families/>





COMING SOON

The Smartest GIANT in Lockdown



Reception, Year 1 and Year 2

A delightfully themed programme of activity designed to support younger students and parents while our schools are teaching online.

A blend of live activities and fun resources to pick and choose from, all designed to help your child build great life skills in 3 key areas of *Positivity, Creativity and Problem Solving*.

More details to follow on Friday 15th January.

New 4 week programme – starts 18 Jan

REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's 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, remember their manners and not to post or send any negative comments just because they are behind a computer.



3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks: however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

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 get out as much as they can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends every day might take its toll.



Glossary of terms

Synchronous online teaching with whole class:

This is when a teacher connects online, in real time, with a class group.

This could be for form time or a specific class. Teachers may arrange this for certain parts of a lesson in order to minimise elongated periods of time on the screen.

Synchronous online teaching with a group:

This is when a teacher connects online with a smaller group of pupils. This could be for a specific aspect of academic work, e.g. an English teacher working with 4-5 pupils. It could also be for a wellbeing check-in when a member of staff checks in with a group to discuss how things are going in this new way of working. This will usually take place as a 'drop-in'.

Synchronous one-to-one:

There may be instances when 1:1 input is required. This could be, for example, for peripatetic music lessons etc. Individual teachers may also wish to connect with pupils 1:1, however to keep within safeguarding guidance, these instances will be rare and parents always informed in advance.

Asynchronous teaching:

This is when a teacher pre-prepares teaching input, often by a short video or audio file and uploads this for pupils to access in their own time. This is an effective way of delivering short pieces of teaching content to support learning but to avoid prolonged screen time.

Asynchronous learning tasks:

This is when a teacher sets tasks and activities for pupils to access and complete. These usually follow some teaching input. These tasks may reinforce previous learning, apply new learning or address misconceptions.