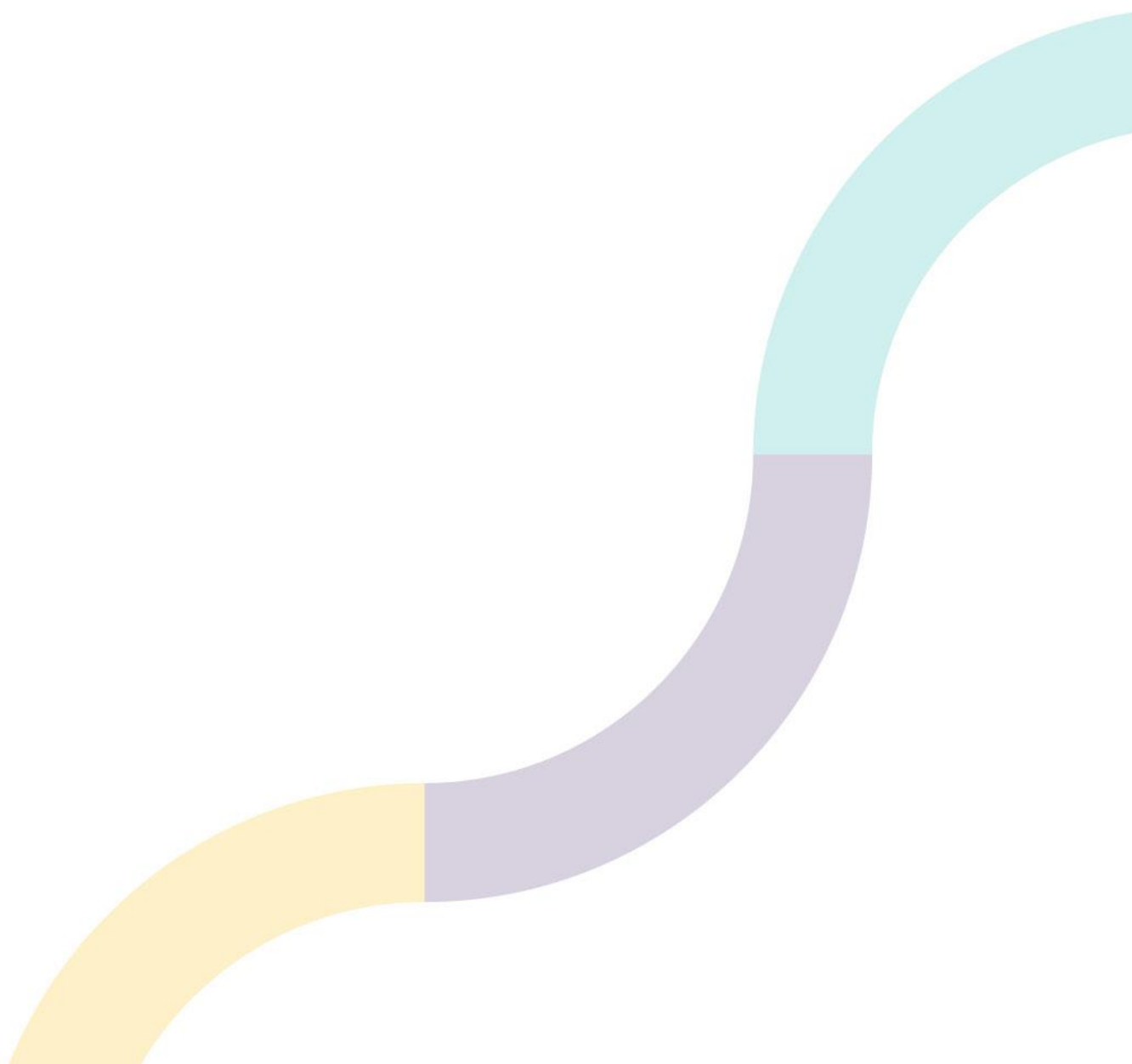




OneSchool
Global

OneSchool Global UK York Campus



Remote education provision: information for parents

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

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

Children should expect that learning will continue as usual. There will be provision of online live lessons using our VLE for support. There may be a slight delay to the start on the first day of remote learning to allow for transition to remote education.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, at both Primary and Secondary, PSHE is replaced with Wellbeing Wednesday activities which are linked to SMSC themes. Practical subjects, such as Art and DT, are still delivered but adapted to the home environment. At Primary, PE provision is spaced out across the week to ensure the students have daily physical activity. In Secondary, PE is delivered remotely in it's normal timeslot.

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	Full time – 8.45 to 3pm (apart from Wednesday afternoon which is non-screen time)
Key Stage 3 and 4	Full time – 8.45 to 3pm (apart from Wednesday afternoon which is non-screen time)
Post-16	Full time – 8.45 to 3pm (apart from Wednesday afternoon which is non-screen time)

Accessing remote education

How will my child access their online remote education?

Lessons are delivered online, live on Zoom (in line with our Safeguarding Policy), allowing for continuation of high-quality teaching and questioning. Our VLE is Canvas and students will use this to access lessons and lesson resources. Students will utilise our usual additional tools such as Purple Mash, Quizlet, Clickview, MAP Skills etc. to supplement and enhance learning.

If my child does not have digital or online access at home, how will we 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:

All pupils are provided with an OSG laptop device and headset. This is protected by Streamline3 to ensure the student is safeguarded while working online. If there is a problem with a laptop device, parents and students have been provided with contact details for IT Support. Campuses are also able to raise IT tickets on their behalf. The campus is able to support with individual issues with internet access and bandwidth; this is supplemented by support resources from IT.

Learning is planned to reduce the use of paper and printed materials within lessons and students submit the vast majority of tasks online. Students are expected to print at home – where there is an issue with this, the campus will support.

How will my child be taught remotely?

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

All of our lessons are delivered live. Some are additionally supplemented, particularly at KS5, with pre-recorded flipped learning videos.

Teachers provide resources to student using our VLE; the teacher makes a variety of resources available for learners, such as PowerPoints, worksheets, PDFs, interactive activities etc. This is additionally supplemented by our usual additional tools such as Purple Mash, Quizlet, Clickview, MAP Skills etc. to supplement and enhance learning.

We utilise our “Learning to Learn” framework, focused on the delivery of Assignments, which enables a balance of Lesson and Study for our learners; this allows our students to complete some self-directed work alongside teacher-directed activity.

Engagement and feedback

What are our expectations for my child's engagement and the support that we as parents and carers should provide at home?

Pupils are expected to engage with remote education every day during usual school hours. Attendance is taken during online registration sessions in the AM and PM session and absence will be followed up in accordance with our policies. Students are expected to complete all tasks set for them as would be usual in the school environment. Parents are expected to support and facilitate this. They are also expected to provide a working area for students which is in a public area (e.g. not a bedroom) to safeguard young people. If parents have any concerns, they are encouraged to contact their Campus Principal. Other key Parental engagement activities, such as Parent Evenings and Parent Forums, all continue during remote learning. Additional resources to support learning and wellbeing for parents are available via Canvas Parent.

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

As all lessons are live and include high quality teaching and questioning, student engagement is constantly monitored by the teacher. We also utilise a GFI (good feeling indicator) score on a weekly basis to monitor the wellbeing of students. The campus will continue with regular parental contact, for example MAP Reports, Parent Forums, Parents Evenings, Assessments and Data Reporting. Where engagement is a concern, teachers will contact Parents in accordance with our usual behaviour management policy. Parents are additionally able to contact teachers and Campus Principals if they have concerns.

How will we 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:

Feedback will be provided through; whole class questioning and feedback during live lessons; written, video or audio feedback through Canvas for summative assessment; peer and self-assessment; other applications for assessment for learning such as Purple Mash, MAP, Quizlet, Clickview Quiz, Kahoot, Kerboodle. Mock examinations will also take place in their usual cycle.

Additional support for pupils with particular needs

How will we help your 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:

Learning support staff are still fully engaged and are part of an OSG-wide network, led by regional SENDCOs who are able to co-ordinate this provision. Learning Support staff are allocated to support students with additional needs as usual. The school works in full partnership with local authorities with children currently in receipt of an EHCP. Regular parental contact between home and school is maintained. There is an opportunity for students to attend school in person as required, in line with governmental guidance.

Key Stage 2 learners are provided with the same opportunities. We do not have EYFS/KS1 pupils at our campus.

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?

Our usual teaching model allows us to deliver the remote education plan indicated above in parallel with in-class teaching.