

# Oaklands Junior School

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Dear Parents/Carers,

## Remote Learning Survey Response

Thank you to everyone who completed the Home Learning survey over the past couple of weeks. We had 139 responses covering 153 children. This helps to give us a clear idea of the situation. In addition, we are fortunate to have a strong team of Governors who have helped throughout the review process and are fully on board with our remote learning provision at Oaklands Juniors.

### Headlines

- 98% of respondents are aware of the current arrangements for online learning.
- 98% felt the expectations for online learning were appropriate.
- 97% of children have a suitable space in which to work.
- 96% felt Oaklands Juniors is following a clear, well-sequenced curriculum.
- 96% indicated that the interactive support provided was satisfactory or better.
- 95% of replies indicated the feedback and monitoring is satisfactory or better.
- 92% of replies felt the live daily drop-in sessions are at the perfect time.
- 92% of households have enough devices to access provision effectively.
- 90% felt Oaklands Juniors has systems in place to support online learning.
- 76% felt the addition of 'formal' live lessons was not required or suitable for their needs.

One point in which we were particularly interested was the subject of 'formal' live lessons. Each school will tailor their provision according to the needs of the community, the resources available and the philosophy it embodies. At Oaklands Juniors we have provided a range of live and interactive options, including the daily video lesson support, live chat function and weekly social class calls. We have consulted with a number of local schools regarding their live lesson approach and are confident that we have developed a home learning programme which:

- best suits the needs of our pupils
- allows flexibility for pupils and teaching staff
- provides individual feedback on each piece of work submitted and additional support when required.

We have been pleased to learn that so many of our parents agree that our provision has been well judged and is being received positively.

Thank you again to everyone who took the time to complete the survey, and to all the parents who have separately emailed the school with helpful comments. For those who would like to know more about our decision-making and rationale for our approach to remote learning, including comparisons to other 'formal' live lessons provided at other schools locally, please see the additional information below.

Kind regards,

Mrs. H. West,  
Headteacher

# Remote Learning Survey Response

## Additional Information

### Live Lessons

A lesson typically consists of 3 parts – instruction, practice and feedback. At Oaklands Junior School, we listened to feedback from the first lockdown and decided to focus our live efforts on the feedback aspect of the lesson, as this has the greatest impact on progress. Children have live access to teachers and teaching assistants while doing their work and the live video sessions every morning allow for further support on demand.

Many parents have let us know that they like the system in place at Oaklands Juniors as it gives them greater flexibility and the majority of our families who replied to the survey said that the current system works well for them.

### Daily Recorded Lessons

After much deliberation, we decided that a recorded input was the most effective way to deliver the instructional content. The main reasons are:

- Recordings can be viewed at any time. This reduces pressure on families that need to share devices and they have autonomy in organising their day.
- We anticipated that there will be times when bandwidth problems may cause buffering or loss of connection. A recorded input reduces the disruption caused by such events. This issue has already been noted during live sessions and even when children are watching the videos.
- Teachers can ensure their input is not disrupted by unexpected events. If any of our live calls need to be halted for safeguarding reasons, no allocated learning time is lost.
- Safeguarding concerns are reduced and potential GDPR breaches minimised. A school in Bracknell recently reported having live lessons interrupted by an uninvited user who subjected children to foul language and music with explicit lyrics.
- Differentiation – children can skip input if they feel confident and get straight on with the task. If a child needs more support, a recorded session can be paused or watched again, which allows children the best opportunity to grasp a concept.
- 26% of families indicated on the survey that they would not be able to access live lessons at a specified time
- 31% of families prefer to manage their day according to personal needs
- Children can manage their day, which promotes independence. One response stated:

*‘As a parent I like the idea of online lessons but having spoken to my child they prefer being able to manage their work day themselves, taking breaks when they need and not being regimented to strict time frames on the computer.’*

Having contacted schools doing a live input, we have found that lessons are not available to view as a recording and so, if anything is missed in the input, it cannot be reviewed. If children are late to a call or lose connection then the lesson is disrupted for everyone.

### The live element of Teaching for Oaklands Junior School

- Live chat – Once a child has viewed the input and started the task, they can use the chat function to get support from a teacher or teaching assistant. This response is quick and available for all to see, as often when one child asks a question there may be others thinking the same.
- Video calls – Teachers are available daily for a live session to support children’s learning at a time which allows children to have attempted the morning’s tasks and therefore have

questions clearly in mind. The survey indicated that the timing was perfect for 92% of respondents.

- Feedback – This is done in several ways, including through the chat function and daily live video sessions. Written feedback is provided for the core subjects and for foundation subjects where appropriate. 95% of respondents indicated they were happy with the feedback system.

Again, having contacted schools doing live lessons, we have found that giving useful feedback to a group of up to 64 children online at the same time is inefficient and ineffective. Some schools expect the teacher to be simultaneously teaching a key worker group in school and those children online. Notwithstanding the obvious safeguarding concerns, it is proving extremely challenging for the teacher to teach both groups effectively, especially when there are inevitable technology issues.

### **Current staffing at Oaklands Junior School**

Despite their concerns, most of our staff continue to work in school. In order to allow all children the chance to be taught by their class teacher, we run a rota system.

- All class teachers alternate with their year group colleague between delivering live online support from home and teaching the keyworker/vulnerable group in school
- Class teachers share the responsibility for recording and making available the daily input for lessons
- TAs in school are supporting class teachers within their usual year group in school
- When at home, all staff are involved in online support for teaching and learning; this includes the live chat, providing feedback, daily live video calls and weekly class social calls.
- Many staff with children are also home-schooling alongside their jobs

In addition, many other members of staff are in every day. This includes our office staff, Site Controller, cleaning staff, our Parent Support Advisor, Headteacher and Deputy Headteacher.

### **Comparison to other schools doing 'live' lessons**

It would be unprofessional to name specific schools, but we have contacted several to find out about their provision.

#### **Scenario 1 (2 form entry Reception to Year 6):**

- All class teachers and most TAs are at home delivering live lessons. Input is 20-30 minutes for Maths and English (at which point the live lessons finish) before children work independently or with parental support on a task.
- Lessons are recorded for safeguarding purposes but these videos are not made available to parents or children.
- Parents are expected to supervise children when online and to support them with their independent task.
- Key worker and vulnerable children in school are supervised by TAs but follow the same live lessons as those at home.
- Key worker children are in cross year group classes (R & 1, Years 2 & 3, Years 4, 5 & 6) with approximately 50 children in total attending each day.
- Feedback is only given on 5 pieces of work per week (2 Maths, 2 English, 1 Foundation)

### The Oaklands Junior approach:

- We have a greater proportion of children in as key workers than this example school (25% in our school compared to 13% attendance in theirs; so more staff are required in our school).
- Our pre-recorded sessions are available from 9am each day and allow children to access the information at a time convenient to them and repeat if required.
- Following the first lockdown, parents made it clear that they would like more feedback. We are able to give up to 15 pieces of individual feedback per week in our current system.
- By providing recorded input, pressure for families to have children online at so many specific times is avoided, reducing stress for those sharing devices or experiencing connectivity issues.

### Scenario 2 (1 form entry Reception to Year 6):

- Some staff are live streaming their lesson from in front of the key worker group in school. Other staff are continuing to provide recorded input or a mix of both.

### The Oaklands Junior approach:

- Safeguarding concerns – when we are running live sessions, we have at least 2 adults online, allowing the teacher to engage with children while ensuring rapid reaction to any inappropriate behaviour from the supporting staff member.
- At Oaklands Junior School, all classes receive the same provision ensuring a high quality of teaching is maintained and parents know exactly what is on offer.

### Scenario 3 (2 form entry Reception to Year 6):

- One teacher is in school with the key worker / vulnerable group and the other delivers a live lesson from the other classroom.
- All support staff are in school.
- Parents are expected to support with the task once the live aspect has been completed.

### The Oaklands Junior approach:

- By their own admission, this school said there is no slack in the system. If a teacher is off school then the live element is dropped. At Oaklands Juniors, we have provision for a teacher being off ill, as was done in Year 6 when we first returned to school in January.
- Those staff not actively engaged within the classroom are engaged in supporting learning through the live chat function and providing a high quantity of quality feedback.

### **Summary of the Oaklands Junior School remote learning provision:**

- Parental feedback from the first lockdown indicated a strong preference for a shift towards use of online platforms for delivering lessons, completing work and providing feedback. Therefore, we have emphasised the use of Teams as a platform, including using the Autumn term to develop familiarity with Assignments by using it to set homework.
- Recorded input allows the quality of teaching to be maintained and is less susceptible to outside influences, such as connectivity issues. It also allows a degree of differentiation by input through the chance to pause, revisit or skip sections.
- Live chat and daily live video sessions allow for timely support and feedback.
- Teams Assignments is a suitable platform for setting and submitting work and includes a feedback option.
- The needs of some staff, due to personal circumstances such as long-term health issues or those classified as clinically extremely vulnerable, is a limiting factor for our provision.
- Staffing considerations allow a rotation of duties for most staff which promotes positive mental health.