



**Oak Hill Academy West London**  
an Aspirations Academy

# **Oak Hill Academy Remote Education Offer 2025 - 2026**

Date: October 2025  
Review Date: October 2026

## **Statement of Intent**

At Oak Hill Academy West London, we fully understand the need to continually deliver a high quality education, including during periods of remote learning – whether for an individual pupil or for all pupils. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed is our core aim.

During the period of national lockdown, Oak Hill Academy will remain open to identified vulnerable children, social care children and the children of critical key workers only. All other pupils will receive remote education either online or via paper packs.

Our Remote Education Offer 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.

### **Our Remote education Offer aims to:**

- Ensure consistency in the approach to remote education for all pupils (including SEND children) who aren't in school through: use of quality online and offline resources, activities and teaching videos, live teaching and pre-recorded videos and paper based activities for those who do not have online access
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote education
- Include the ways in which we will ensure the continuous delivery of the school curriculum, as well as support well-being
- Continue the education communication between staff and parents (e.g. Supervision and Parents Evenings using online systems and via phone calls)
- Support attendance and engagement with remote education

### **Software and online platforms**

Oak Hill Academy has selected the digital platform Google Classroom for remote education provision. This will be used consistently across the school in order to allow interaction, assessment and feedback. Google Classroom can be accessed through pupil login details which have been sent home. Please contact the school office **Telephone:** 020 8890 4560/**E-mail Address:** [office@oakhill-aspirations.org](mailto:office@oakhill-aspirations.org) if you do not have these details.

All online lessons are planned for by our teaching staff and remain in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. Oak Hill Academy will use a combination of the following approaches to teach pupils remotely:

- Delivering live teaching (eg: online lessons, interventions). All of these sessions will be recorded for Safeguarding & safety reasons and to ensure that students can access content throughout the day
- Providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- Offering scaffolded worksheets and opportunities to apply new knowledge
- Enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated, whole class or one to one feedback

- Using recorded teaching (e.g. Oak National Academy Lessons, video/audio recordings)
- Utilising commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Google Classrooms will support Oak Hill Academy in offering online learning with the opportunity for every child to communicate with us and continue their learning through this platform. The Google Classroom will also offer the chance for teachers to celebrate children's work and maintain our school community.

Children will remain in daily, term time contact with their class teacher, or another member of our teaching staff, through Google Classrooms, or via phone calls, if necessary. Staff are available to support however and wherever necessary in order to ensure all pupils are engaging and continuing with their learning.

In preparation for home-learning, children will already have logins and passwords for the following platforms:

- Google Classrooms
- Accelerated Reader
- Lexia English Programme
- Nessy Reading and Spelling (for identified pupils)
- SumDog

If logins or passwords have been lost or are not working please contact the school office [office@oakhill-aspirations.org](mailto:office@oakhill-aspirations.org) who will make contact and provide you with the information you need.

### The Remote Education Curriculum

We will teach exactly the same Curriculum remotely as we do in school. We cover all National Curriculum subjects. All subjects and Oak Hill half term planning content will be covered at the same time and wherever possible in the same way, albeit from a distance. Oak Hill Academy will deliver a planned and well-sequenced curriculum that will incrementally build upon pupil's knowledge and skills in each subject, enabling pupils to progress through the school's curriculum.

Remote Education Offer	
Ongoing Support for children & Parents	Safeguarding and Support for SEND Pupils or Behaviour support
Using Google Classrooms, work will be uploaded each morning by 9:30 am to allow parents / carers to see the learning materials prior to supporting their child.	Parents notified so they know to communicate COVID test results to: <a href="mailto:office@oakhill-aspirations.org">office@oakhill-aspirations.org</a> Tel: 020 8890 4560
The teacher will decide what additional materials are most appropriate for individual children. Teachers and staff will have the same	If any children are entitled to benefit-related Free School Meals Oak Hill Academy will ensure a hot lunch is made available during term time.

<p>high expectations for all pupils who work remotely as they would if the children were in class.</p> <p>Teachers and Teaching Assistants will monitor how much work is being accessed on Google Classroom and are expected to contact any families that are not accessing remote education.</p> <p>For non-core lessons, resources will be uploaded via Google Classrooms and where possible web-links to appropriate support materials will be shared.</p> <p>Teachers and TAs may also lead a reading together/for pleasure sessions in each year group.</p> <p>Time will also be scheduled for the children to access an assembly delivered by the Principal and class teachers weekly. This will be recorded to allow for flexibility of access. This will encourage children to keep working, celebrate successes and promote a togetherness through our values, ethos and Character Education provision.</p> <p>Completed work should be photographed or attached and uploaded to Google Classroom by children or parents each day. The Google classroom will not be monitored by staff after 4:30pm each day. Work uploaded after this will be checked the following day where possible.</p> <p>Teachers can then review the work completed and ensure that the following lessons address misconceptions etc.</p> <p>Feedback (individually and collectively) and pupil queries will take place throughout the day. Those children that need additional support following feedback are to be contacted directly on an individual basis.</p> <p>In the event of teachers becoming ill, other staff (Team Leader or TAs) will support the class learning. There may be limited notice of changes to staffing due to short notice.</p>	<p>E-Vouchers will be available for all Free School Meal eligible families &amp; children who access learning remotely from home.</p> <p>If any child is vulnerable in any way, the Safeguarding Team will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from Mrs Jane Cooper (Welfare Officer), DSLs or deputies (records on My Concern/SG File).</p> <p>Those not engaging with home learning will receive a phone call from the class teacher to discuss the obstacles and the support needed by the family.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue as long as the agencies engage.</p> <p>The SEND Coordinator will support families and teachers, offering advice and sharing appropriate resources with teachers who will disseminate accordingly.</p> <p>If a child continues to not engage in Remote education, the Welfare Officer (Mrs Cooper) or the SLT/Principal will contact the family where disengagement is ongoing.</p> <p>Staff monitor and manage any behaviour issues during online e-learning sessions and manage appropriately. Pupils know that staff will not tolerate any poor online behaviours or cyber bullying and that any incidents will be dealt with swiftly and parents will be involved.</p>
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**Oak Hill Year groups - Remote Education information**

### Year 3 Provision

- ❖ During the school week, the children will be assigned four hours' worth of daily home learning lessons.
- ❖ The timetable will include: **Maths, English and Foundation lessons each day with one Reading lesson three times a week.**
- ❖ All lessons are **differentiated to support the needs of all learners** and we provide **additional videos and interventions**, when necessary, to help support the learning.
- ❖ All of our lessons and reading sessions are accompanied by **pre-recorded teaching videos for the children to refer to when completing their activities.**
- ❖ The children can attend **daily live 'drop in' meetings** to ask questions if they are finding anything tricky.
- ❖ Every week, the children have the opportunity to **attend a Class Assembly with their peers and their teacher**, which will be a time to celebrate their achievements from the week.
- ❖ During this assembly, the children will have the opportunity to **share their learning accomplishments and showcase any work that they enjoyed completing** with their peers.
- ❖ For the Year 3 teachers, this is a time where we can check in on the progress they are making and their overall wellbeing.
- ❖ During these assemblies, we also conduct a **quiz which focuses on the week's learning** (it is also really fun!).
- ❖ Additional platforms are promoted regularly on our Google Classroom streams such as **SumDog, Lexia and Oxford Reading Owl** to help embed and consolidate learning.
- ❖ **Enrichment activities** are also referenced weekly on class streams and the weekly email which is sent out to all parents every Friday.
- ❖ To help support the children's emotional well-being at this pertinent time, we regularly post a range of **well-being activities for the children to enjoy.**

An example of a day of online learning:

	<b>ENGLISH</b> <b>WRITING: Narrative</b>	<b>Reading</b>	<b>MATHS</b>	<b>FOUNDATION</b>	<b>FOUNDATION</b>
<b>WED</b>	<p><b>LI: IALT write the introduction of a narrative.</b></p> <p><a href="https://www.youtube.com/watch?v=eJaOISwPjAc">https://www.youtube.com/watch?v=eJaOISwPjAc</a></p> <p><b>Your task</b></p> <ul style="list-style-type: none"> <li>• Watch the video “How to Write an Imaginative Narrative?”</li> <li>• Recap the features of a narrative.</li> <li>• Write the introduction of your story.</li> </ul>	<p>LI: IALT make predictions about the text.</p> <p>Chapter 1 - A Surprise from the past</p> <p>Listen to Miss Samiec and read along with her. Then answer the questions about the text.</p>	<p>LI: IALT use the inverse relationship to solve missing number problems.</p> <p>Watch the lesson on Oak National: <a href="https://classroom.thenational.academy/lessons/using-the-inverse-operation-to-find-missing-numbers-cgt32c">https://classroom.thenational.academy/lessons/using-the-inverse-operation-to-find-missing-numbers-cgt32c</a></p> <ul style="list-style-type: none"> <li>● Complete the quizzes</li> <li>● Complete the tasks</li> </ul>	<p><b>Science</b></p> <p><b>IALT investigate how exercise affects my heart rate.</b></p> <p><a href="https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate">https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate</a></p> <p><a href="https://www.stem.org.uk/system/files/elibrary-resources/2017/06/DE54896_Teacher%20Resources_Brian%20Cox_Heartrate.pdf">https://www.stem.org.uk/system/files/elibrary-resources/2017/06/DE54896_Teacher%20Resources_Brian%20Cox_Heartrate.pdf</a> Complete the attached PowerPoint</p>	<p><b>P.E</b></p> <p><b>Pilates</b></p> <p>Follow the video to join in with the pilates lesson.</p> <p><a href="https://drive.google.com/drive/search?q=pilates">https://drive.google.com/drive/search?q=pilates</a></p> <p>Make sure you have space to move around and drink lots of water!</p>

The Year 4 students will also be undertaking their No Limits assignment for the half term, linking their learning together. For example:



**ASPIRATIONS**

## Awesome Ancient Egyptians

### Driving Question

How is daily life in Ancient Egypt different from life in 2021?

Our Aspirations Focus:  
Heroes

### Final Product:

Design and make an Ancient Egyptian Tomb

### Mini Products:

Design and make a Cartouche  
Write their names in Hieroglyphics  
Create a sarcophagus and a mummy

### Key Words:

Artefact  
Mummification  
Pharaohs  
Hieroglyphics  
Hierarchy  
River Nile  
Egypt  
Tombs/ Pyramids

### Subjects Covered:

- History
- Geography
- English
- Science
- Art
- PHSCE

## Year 4 Provision

- ❖ In Year 4, each day we assign four lessons or tasks including **English, Maths and wider foundation subjects.**
- ❖ Alongside the main lesson, we provide **support materials in the way of 'Helpful How To' videos recorded by the teachers, games and useful websites.**
- ❖ We also offer **live English and Maths 'drop in' meetings** at various points throughout learning journeys for additional support, to support students with their learning.
- ❖ **Greater depth activities and tasks** are provided within each activity set.
- ❖ As well as our assigned daily lessons, we offer a **live reading session of our year group text, linked to our No Limits Assignment, every day** at 1pm.
- ❖ Every week we run a **live class assembly** to celebrate the children's hard work, give out certificates and check in on the wellbeing of our children.
- ❖ We also have a **live weekly fun quiz to help consolidate the children's learning** (and to have a bit of fun!).
- ❖ To support those who need additional support with their learning, every day, **individually selected children have additional intervention materials ranging from bespoke tasks, live sessions and pre-recorded sessions.**
- ❖ **Interventions** will cover core curriculum skills and take place weekly for identified children.
- ❖ On the Google Classroom stream, we also post regular reminders of the many **fantastic online resources we have (e.g. SumDog, Times Tables Rock Stars, Lexia)** and we also post **exciting enrichment activities, sports activities, wellbeing activities and games** to help embed the learning and support the children.

An example of a day of online learning:

<u>English</u>	<u>Maths</u>	<u>Foundation</u>	<u>Extra Activities</u>	<u>Interventions and Booster sessions</u>
<p>Narrative Description of Cyclops  <a href="https://docs.google.com/presentation/d/18fQEA--GRcn42zvmLwpHVAF9stCU7eR_LOn9mnAynLI/edit">https://docs.google.com/presentation/d/18fQEA--GRcn42zvmLwpHVAF9stCU7eR_LOn9mnAynLI/edit</a></p> <p>Link to 'helpful how to' videos:            ONOMATOPOEIA:  <a href="https://drive.google.com/file/d/1x9Wxm-aza9k5gQP_De7nDWfexf690-Gm/view?usp=sharing">https://drive.google.com/file/d/1x9Wxm-aza9k5gQP_De7nDWfexf690-Gm/view?usp=sharing</a>            SIMILE:  <a href="https://drive.google.com/file/d/1ajGVh5YpA6pbaDu53CUn--4sXhIHR6TN/view?usp=sharing">https://drive.google.com/file/d/1ajGVh5YpA6pbaDu53CUn--4sXhIHR6TN/view?usp=sharing</a></p>	<p>Time: 12 hour and 24 hour clock.</p> <p><a href="https://classroom.thenational.academy/lessons/reading-writing-and-converting-time-between-12-hour-and-24-hour-clocks-6hj66t">https://classroom.thenational.academy/lessons/reading-writing-and-converting-time-between-12-hour-and-24-hour-clocks-6hj66t</a></p> <p>Link to 'helpful how to' video:  <a href="https://drive.google.com/drive/u/0/folders/1upSz8YJMKLrvzxFLSVSV_f8WT8EpaPl3">https://drive.google.com/drive/u/0/folders/1upSz8YJMKLrvzxFLSVSV_f8WT8EpaPl3</a></p>	<p>No Limits: Greek Timeline &amp; Chronology</p> <p><a href="https://docs.google.com/presentation/d/1yYKnCAhgu_sLUUjIqXgcKlwbIBDe8--KUHvDv01--aw/edit#slide=id.g78b2475473_0_179">https://docs.google.com/presentation/d/1yYKnCAhgu_sLUUjIqXgcKlwbIBDe8--KUHvDv01--aw/edit#slide=id.g78b2475473_0_179</a></p> <p>Game to support:  <a href="https://www.bbc.co.uk/bitesize/topics/z7nrydm/articles/z2ngf82">https://www.bbc.co.uk/bitesize/topics/z7nrydm/articles/z2ngf82</a></p>	<p>Live Reading of Percy Jackson 1pm</p> <p>Class Celebration and Wellness Assembly 2:30pm</p> <p>Premier Sport Pilates Video</p> <p>Wellness Activity</p>	<p>Reading intervention with SB</p> <p>Reading Intervention with JW</p>

The Year 5 students will also be undertaking their No Limits assignment for the half term, linking their learning together. For example:

**ASPIRATIONS**

**DRIVING QUESTION:**  
DO WE, AS HISTORIANS, THINK THAT THE GREEKS AND ROMANS HAD A POSITIVE IMPACT ON OUR LIVES?

**SOLUTIONS SERIES**

**TIME COP**  
OF THE  
**ANCIENT WORLD**

WHO WERE THE SIGNIFICANT PEOPLE?  
WHY DOES IT MATTER TO ME?

**OUR ASPIRATIONS FOCUS: HEROES**

**FINAL PRODUCT:**  
AN ANCIENT NEWSPAPER DOCUMENTING SIGNIFICANT HISTORICAL EVENTS!

**MINI PRODUCTS:**  
MYTH BASED NARRATIVES, ANCIENT ART AND CREATING HISTORICAL TIMELINES!

**KEY WORDS:**  
GODS, MYTHS, DEMOCRACY, EMPIRE, RELIGION, OLYMPICS, HISTORIAN, CAUSE, EFFECT, HEROES, LEGACY, IMPACT, CHRONOLOGICAL, KNOWLEDGE, TRENDS, PERIODS, COMPARE, CONTRAST, SIMILARITIES, DIFFERENCES, EVIDENCE, SOURCES

**SUBJECTS COVERED:**

- HISTORY
- ENGLISH
- MATHS
- SCIENCE
- GEOGRAPHY
- PSHCE
- ART

### Year 5 Provision

- ❖ During the school week, the children are **assigned four tasks every day (Maths, English, Foundation and Reading- Content Domain lessons** twice a week).
- ❖ All **lessons are differentiated to support the needs of all learners** and we provide **additional videos**, when necessary, to help support the learning.
- ❖ Recently we have been promoting **Q&A sessions to provide a 'Drop-In service' for all children** on Google Classroom to help support children during their English writing tasks.
- ❖ As well as our assigned lessons, we offer a **live reading lesson twice a week**, which is linked to our No Limits topic.
- ❖ Every week, the children have the **opportunity to attend a Class Assembly with their peers and their teacher, which helps to celebrate achievements from the week**, but also **allows the children to socialise with each other and for us, as their class teacher, to check on their progress and well-being.**

- ❖ Additional platforms are promoted regularly on our Google Classroom **streams such as SumDog, Times Table Rockstar, Lexia and Oxford Reading Owl** to help embed and consolidate learning. **Enrichment activities** are also referenced weekly on class streams and the weekly email which is sent out to all parents.
- ❖ To help support the children's emotional well-being at this pertinent time, we regularly post a range of **well-being activities** to help support our children.

An example of a day of online learning:

Reading/ English	Maths	Foundation	Extra Activities	Interventions and Booster sessions
<p>Content Domain focus x2 2a/2b/2d focus <a href="https://drive.google.com/drive/folders/1lh3TEfp0qaw9L2MiBlwV90ORJH">https://drive.google.com/drive/folders/1lh3TEfp0qaw9L2MiBlwV90ORJH</a></p> <p>LI: IALT: use a wide range of punctuation effectively.</p> <p><a href="https://docs.google.com/presentation/d/1OenGII7jTVWEwt-7NtwckrUDK1TtphcXgmlNGLiT68s/edit">https://docs.google.com/presentation/d/1OenGII7jTVWEwt-7NtwckrUDK1TtphcXgmlNGLiT68s/edit</a></p>	<p>IALT: apply my understanding of Area and Perimeter to a problem</p> <p><a href="https://docs.google.com/presentation/d/1XJGHZ3ciCqdBR11Sv3CmFu1iKQez9OCtTsofAWEZUX8/edit">https://docs.google.com/presentation/d/1XJGHZ3ciCqdBR11Sv3CmFu1iKQez9OCtTsofAWEZUX8/edit</a></p>	<p><b>No Limits</b></p> <p>IALT: note connections, contrasts and trends over time.</p> <p><a href="https://drive.google.com/drive/folders/1O3EHkpN-ZeReiNse14g0_vrQoTyEwNls">https://drive.google.com/drive/folders/1O3EHkpN-ZeReiNse14g0_vrQoTyEwNls</a></p>	<p>Live Reading of The Smashing Saxons twice a week</p> <p>Class Celebration and Wellness Assembly 1:30pm</p> <p>Premier Sport Videos streamed weekly</p> <p>Wellness Activities</p> <p>Lexia</p>	<p>Colourful Semantic intervention</p> <p>Reading, SPaG and Maths Intervention</p>

The students will also be undertaking their No Limits assignment for the half term, linking their learning together. For example:



# ASPIRATIONS

## Saxon Settlers & Viking Invaders

Driving Question: How can we, as Historians investigate why England was the prime location for invaders and settlers?



Who were the significant people? Why does it matter to me?

Aspirations Focus: Heroes

Future Skills Focus: Cross-Cultural Competency, Sense-Making and Resilience

Your task is to use your history skills and knowledge to investigate why England was the prime location for the Saxon settlers and Viking invaders. As Historians, we will use sources to deepen our understanding about the Anglo-Saxon settlers and the Viking raids and invasions. Apply your map skills to identify the location of Anglo-Saxon settlements, kingdoms and trade routes! You will develop your Art and D&T skills by designing and creating a sculpture of a Viking longboat; you will then be blogging about this from the perspective of a Viking.

**Final Product:** Newspaper or magazine that showcases the significant events and influences relevant to this time period.

**Mini Products:** Character description wanted poster, Vikings boat sculpture, invasion maps, Viking inspired bread-making and artefacts discoveries page.

### Key Words:

artefacts, invasion, primary source, secondary source, trade routes, empire, religion, historian, cause, effect, heroes, impact, chronological, knowledge, trends, periods, compare, contrast, similarities, differences, evidence

### Subjects Covered:

- English
- History
- Geography
- Design & Technology
- Art
- Computing

## Year 6 Provision

- ❖ In Year 6, each day we assign English, Maths and Foundation lessons and tasks.
- ❖ Alongside the main lessons, we provide support materials in the way of '**Helpful How To**' videos recorded by the teachers, games and useful websites.
- ❖ We also offer **live English and Maths 'drop in' meetings** at various points throughout learning journeys for additional support, to support children with their learning.
- ❖ **Greater depth activities and tasks** are provided within each activity set.
- ❖ As well as our assigned daily lessons, we offer a **live reading session** of our year group text, linked to our No Limits Assignment, every day at 9:00am. Based on this interactive live Reading session, the children then have a Reading task to complete.
- ❖ **Live 'Maths Meetings'** also take place every day with each class teacher where the students have the opportunity to practise key Maths skills and calculations.
- ❖ Every week we run a **live class assembly** for each class to celebrate the children's hard work, give out certificates and check in on the wellbeing of our children.
- ❖ To support those who need additional support with their learning, every day, individually selected children have **additional intervention materials** ranging from


**bespoke tasks, live sessions and pre-recorded sessions. Interventions** will cover core curriculum skills and take place weekly for identified children. There is also a **live, interactive drop- in for Maths support open to all children** which takes place at 11:45am each day.

- ❖ On the Google Classroom stream, we also post **regular reminders of the many fantastic online resources** we have (e.g. **SumDog, Lexia, Accelerated Reader**)
- ❖ We also post exciting **enrichment activities, sports activities, wellbeing activities and games** to help embed the learning and support the children.

An example of a day of online learning:

	READING 9am - 9.30am	ENGLISH 9.30am - 10:45am (SPAG/READING/WRITING)	MATHS 11:10 - 12:40pm Measure (Mass, time and area)	FOUNDATION 1:30 - 3pm	Extra activities for the day!
Th ur s	<p><b>Reading</b> live with your teacher (30 mins) - War Horse Chapter 12</p> <p>Your task: Complete the chapter 12 comprehension questions.</p>	<p><b>English</b> - To write a sonnet poem (based upon WW1)</p> <p><b>Please hand in:</b> Your completed sonnet.</p> <p>Support given in live stream of Google classroom.</p>	<p><b>Maths Meeting:</b> Corbett Maths live with your teacher (20 mins)</p> <p><b>Maths lesson</b> Your task: IALT convert between units of measure and solve problems involving mass</p> <p><a href="https://classroom.thenationalacademy/lessons/decimals-and-measures-convert-between-standard-measures-6cupac">https://classroom.thenationalacademy/lessons/decimals-and-measures-convert-between-standard-measures-6cupac</a></p> <p><b>Please hand in:</b> Your answers to the hard, harder or hardest worksheet AND the worksheet from Oak National (including any working out) and your final quiz score.</p>	<p><b>Foundation: History</b></p> <p>Watch the virtual tour of the Imperial War Museum in London and complete the questions about the different exhibits you will see.</p> <p><a href="https://youtu.be/2mZCOHFuEMQ">https://youtu.be/2mZCOHFuEMQ</a></p>	<p>Sumdog: <a href="https://www.sumdog.com/teacher-dashboard/#/">https://www.sumdog.com/teacher-dashboard/#/</a></p> <p>Pe with Joe <a href="https://www.youtube.com/watch?v=xs_g2B-D7zg">https://www.youtube.com/watch?v=xs_g2B-D7zg</a></p> <p>MyLexia: <a href="https://www.lexiacore5.com/">https://www.lexiacore5.com/</a></p>

The students will also be undertaking their No Limits assignment for the half term, linking their learning together. For example:



**ASPIRATIONS**

# Your country needs you!

**Driving Question:**  
How can we, as local historians, uncover the local impact of WWI?

**Our Aspirations Focus:**  
**Heroes**

**Final Product:**  
You will create a virtual exhibition looking at the impact of WWI on our local area, Feltham, as well as the impact on the rest of the world.

**Mini Products:**  
Silhouette drawings – WWI songs – Morse Code messages – Blogs – Propaganda posters – Information booklets

**Future Skills:**  
-Resilience –Productivity & Accountability –Media Literacy – Entrepreneurialism – Transdisciplinarity

<u>Key Words:</u>	<u>Subjects Covered:</u>
The Great War, Battle of the Somme, tanks, trenches, allies, central powers, rotations, No Mans Land, armistice, artillery, Flanders fields, battlefield, bayonet, Air Force, Zeppelin, propaganda	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Computing</li> <li>• History</li> <li>• English</li> <li>• Science</li> <li>• Art</li> <li>• Maths</li> <li>• Wellness</li> <li>• Music</li> </ul>

## Parent and Pupil Engagement

Oak Hill Academy is committed to working in close partnership with families and recognises each family is unique. Because of this, the remote education offer may be different for some families in order to better support their needs. In the event of any form of isolation and loss of learning caused by Coronavirus, parents / carers must understand that engagement in home learning is essential, as is the expectation that Oak Hill Academy makes that provision available and accessible to all. We are happy support families in using Google Classroom where a need is identified or expressed.

However, if children themselves are ill, then they will not be expected to engage in home learning until they are better. The parents should inform the class teacher via the Google classroom if their child is unwell.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' away from school maintains structure. We encourage parents to support their child's ability to complete their work, including finding an appropriate place to study and, to the best of their ability, support their child by encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly and in a timely manner. Should accessing work on-line be an issue, parents should contact the school as soon as possible and alternative solutions can be discussed on a case-by-case basis.

Schools are expected to provide remote education that includes either recorded or live direct teaching and should be of equivalent length to the core teaching pupils would receive in school. As a minimum that is: 4 hours a day for Key Stage 2 children who are aged between 7 and 11.

The amount of time needed to complete the work under each scenario will depend on the age of the child. When setting work to be completed remotely, teachers are mindful of the time parents and carers will have to support each of their children, as well as having to work from home and of course their access to a device. Each day during term time (Monday to Friday) pupils will have lessons and tasks made available for Maths and English, Science, History and Geography (known as the No Limits topics at Oak Hill), Religious Education, Spanish, Computing, Art, Design & Technology, Music, PE (through our in house Premier Sport dance videos/ Joe Wicks links etc) and Wellness (which covers all PSHCE areas).

**Parents are responsible for:**

- Ensuring their child is available to learn remotely and that the school work set is completed on time and to the best of their child's ability
- Reporting any technical issues to the school as soon as possible
- Ensuring that their child has access to remote learning material
- Ensuring their child uses the equipment and technology used for remote learning as intended

**Pupils are responsible for:**

- Ensuring they are available to learn remotely and that their schoolwork is completed on time (by 9pm) and to the best of their ability (we do not expect pupils to be in front of a device the whole time)
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set
- Ensuring they use any equipment and technology for remote learning as intended
- Adhering to the Behaviour for Learning Policy at all times

**Pupils who are unable to gain access online learning**

Oak Hill Academy recognises that some pupils may not have suitable online access at home. We aim to ensure that all children who are identified as having additional needs (SEND or disadvantaged pupils) have equal opportunity and access to our remote learning offer.

We take the following approaches to support those pupils to access remote education:

- Providing printed paper based resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work (collected from the school office or delivered where families are self-isolating)
- Pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend school in person
- Providing or loaning equipment e.g. Chrome books and support on how to use the device. We will have already set up the device to open and work from home or when in school.

### **Supporting children with Special Educational Needs (SEND) with Remote Education**

For pupils with SEND, teachers and the school SEND Coordinator are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school. In the event of the need for remote education, the requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. Teaching staff will provide differentiated learning as guided by the schools SEND Policy and bespoke resources to support understanding.

Oak Hill Academy will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. Where a pupil has provision specified within an EHC plan, pupils will be invited to attend school to ensure that continual and appropriate support is in place to meet their needs.

However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case-by-case basis, avoiding a one size fits all approach.

### **Assessment, Marking and Feedback**

Feedback can take many forms and may not always require extensive written comments for individual children. For example, whole-class feedback, one to one feedback, or quizzes marked automatically via digital platforms.

Feedback from staff will be given digitally via the Google classroom at least weekly and in most cases, daily either as a group, individual or as a whole class.

All schoolwork set through remote education must be:

- Complete when returned to the relevant member of teaching staff
- Returned before the deadline set by the relevant member of teaching staff
- Completed to the best of the pupil's ability
- The pupil's own work
- Marked in line with the school's Assessment Policy

- Returned to the pupil, once marked, by an agreed date

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via telephone calls or email if their child is not completing their schoolwork or their standard of work has noticeably decreased. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Principal as soon as possible. They will also monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

### **Shared Community Events**

We endeavour to bring the “Oak Hill family” school community together online as frequently as possible to maintain a sense of wellbeing and belonging.

We offer:

- Live Year group Reading lessons / sessions daily
- Weekly Year group celebration assemblies
- Year group quizzes
- Weekly Principal's Assembly (pre-recorded)

### **Staff Training and Strategic Partnerships**

Oak Hill will ensure that all staff are suitably trained and supported to be able to maximise success for all online remote learning. We are able to support children and families with their remote learning needs.

Oak Hill academy forms part of the wider Aspirations Multi Academy trust. We share best practice for remote learning and make best use of the resources and capacity available to us across the Trust.

### **Online safety**

We will regularly remind all children about the importance of staying safe online and how to do this. All Oak Hill staff are trained on e-safety and Safeguarding children when online. It is policy at Oak Hill to record all live taught sessions to protect staff.

### **Wellbeing & Mental Health**

Staff who use the Google Classroom are monitoring all activity and are vigilant in spotting children who may need additional support with mental health or wellbeing/ safeguarding. Staff are trained to report all concerns to one of the 3 Designated Safeguarding Leads (DSLs) who will act swiftly to support children.

### **GDPR**

Oak Hill has appropriate management systems in place to comply with all GDPR requirements & regulations and all staff are trained in GDPR and online e-safety.

If you have any further queries or concerns please do contact the school office.

Oak Hill School Office: [office@oakhill-aspirations.org](mailto:office@oakhill-aspirations.org)