

Remote education provision at Springhead Primary School: 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 if local or national restrictions require entire cohorts (or bubbles) to remain at home.

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?

Each class will have two weeks work available on the school website. Children will also have their reading and normal homework to complete. They will also have access to the digital platforms that they use – this includes Education City, J2E, TT Rockstars, Spellblast and Collins E-books

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 make some adaptations in some subjects. For example, where specialist equipment is needed or the learning would require specific practical teaching strategies that cannot be done online such as active learning approaches. If a topic is new (for example a new math's concept), it may be difficult to teach this remotely; we may therefore alter the order of the topics.

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:

Nursery	As the children are not of statutory school age we will set: One maths, one phonics and one other activity linked to “understanding the world” a week, where we will prepare and provide any resources needed on the school website or suggest household items that you could use. This will be supported by video messages from the class teacher. We suggest that these should take three hours a week. On top of this we will suggest other activities which you could do with your child at home.
Reception	The school will provide an average of 3 hours work a day. This will be available via the school website. This will include maths, phonics, English plus an “Understanding the World” activity.
Key Stage 1	The school will provide an average of 3 hours work a day. This will be available via the school website. We will provide daily maths, reading and literacy lessons and weekly science and non-core (e.g. history or geography) lessons.
Key Stage 2	The school will provide an average of 4 hours work a day. This will be available via the school website and Google Classroom. We will provide daily maths, reading and literacy lessons and weekly science and non-core (e.g. history or geography) lessons.

A suggested daily timetable is on the school website for each class.

Reading: All children are encouraged to read daily and at least three times a week. This is more difficult to do during remote learning when the children have finished their reading book. When your children have finished their reading book contact their class teacher and they will provide books from the E-library. Encourage your children to read the books you have available at home. Some free online libraries can be found at

<https://home.oxfordowl.co.uk>

<https://storiestogrowby.org> (Great for traditional tales)

<https://www.storylineonline.net> (Books read by actors, good to listen to then discuss)

Finally, if you own a kindle or the Kindle App just click into the “free eBooks” section on Amazon and take a browse of over 3,000 free e-books for children

Accessing remote education

How will my child access any online remote education you are providing?

In the foundation stage (reception and nursery) the work will be available on the school website.

In key stage 1 the work will be available on the school website.

In key stage 2 the work will be available via the school website and through Google Classroom. The children have been supported to use this in lessons.

The school will also use online learning tools such as TT Rockstars, J2E, Collins E-books and Education City.

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:

- In some circumstances, it is possible to loan a laptop to pupils. Please contact school if you would like to enquire about this. We have a limited number of machines available so will need to prioritise who gets them.
- For pupils who cannot access the work online we will do our best to provide paper copies of the work. We are unfortunately unable to do this for everyone. This work will be provided weekly and will have to be collected from school. Please email the class teacher to discuss this further. However, it is not possible for teachers to plan and support this in the same detail as the online work offered as on-line videos explain the work.
- Ideally completed work could be photographed and emailed to the teacher but alternatively it could be dropped off at school and we will forward these to the teacher for marking or hold onto until the pupils return to school.
- If there has been a positive test in the house then work should remain at home until after the isolation period or it could be uploaded online.

WHOLE SCHOOL LOCKDOWN –SCHOOL OPEN FOR KEY WORKER AND VULNERABLE CHILDREN ONLY. In this eventuality we will do our best to keep lines of communication open in the following ways:

- In school hours there will always be a member of leadership team available in the building and the office phone will be manned or the answer phone checked regularly so that if you are having any issues with your child’s learning we can help.
- You can keep in touch with school by emailing the class teacher. They will be able to offer more support on the specific learning.

How will my child be taught remotely?

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

FOUNDATION STAGE:

NURSERY AND RECEPTION: The teachers will upload teaching videos, resources and links onto the school website.

KEYSTAGE 1: The teachers will upload teaching videos, resources and links onto the school website.

KEYSTAGE 2: The teachers will upload teaching videos, resources and links onto the school website. They will also be available through Google Classroom.

After completing a survey with parents, over one third said that they had limited or no access to computers or family members would be sharing a computer. For this reason, we believe that it would not be appropriate to deliver live lessons but recorded material that parents can access when their computer is available. We will also have some photocopied resources that parents can collect on request – but this would not have the digital instruction.

The learning materials will include online videos and teaching content, worksheets and daily videos of teachers introducing and feeding back.

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Worksheets
- Reading books children have taken home
- Online reading material
- Commercially available websites to support the teaching of specific subjects or skills e.g. Education City, J2E, T.T. Rockstars
- Printed packs – only when the children are unable to access the resources digitally.
- Long-term project work and/or internet research activities – but this will not be the main focus of the remote learning and will be structured.

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?

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

At Springhead, we know how much our parents value the education that we provide and we know that parents will do their utmost to support their children in accessing their work. We also know however, that it can be difficult to support different children at the same time especially when sharing laptops/i-pads and trickier still balancing this with working from home. We will check in with families who are not engaging with the online work to see if there is any way that we can help and also to check on the wellbeing of the children and families.

We will check children's engagement on a daily basis during the closure of bubbles providing the teacher is well enough. Our expectation is that parents keep lines of communication with us open and keep us informed if their children are having difficulties with their work. We will contact parents where there has not been little or no engagement with work. Please do not take offence if we contact you; we have a duty of care to our children and a statutory obligation to provide remote learning.

On the rare occasion that we do not manage to keep in touch with a family, then we would seek support from the Local Authority in line with the guidance provided to us.

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:

Where staff are well enough to be working:

Work that is completed on Google Classroom will be marked regularly and feedback given. Children can then access their marked work in the *My Work* folder.

If they are completing work from the school website and emailing completed work to teachers, feedback will be given by email. Whole class feedback will be given by both email and daily overview videos.

If you are returning work completed on paper, it will be marked and returned to the child with the next lot of work.

If you are concerned that your child's work has not had feedback please contact the class teacher to discuss this.

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:

- Individualised paper resources
- Online sites such as Nessy
- Differentiated work on the website or Google Classroom
- Sharing support scaffolds with parents

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?

If a child is isolating and the rest of the class are in school, the work will be provided on the website and the teacher will provide feedback two to three times a week.

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the class teacher will face the challenge of teaching pupils both at home and in school. Where possible the key concepts being covered in class will be uploaded onto the website. However, where this is not possible or appropriate (for example where the work is impossible to complete without being present for the discussion and preparation lessons) similar learning on the same topic will be set on the website.

There will be a minimum of three to four hours of activity a day dependent on what is being taught.