



Springfield Junior School

Information about Remote Education

20th January 2021

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.

At the time of writing the country is in Lockdown with school open to children of critical workers and those who are classed as vulnerable; a situation that is due to be reviewed by the government in February 2021.

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?

All pupils at Springfield have access to several online learning platforms such as Mathletics, Reading Eggs and Times Tables Rockstars which they are familiar with using both in school and at home.

We would ask that parents and carers encourage children to complete tasks on these platforms along with any tasks that teachers may post on Class Dojo which can be completed online or on paper.

Children can also continue to read their reading book, practise weekly spellings or times tables and number facts.

Dependent on the timing of the closure, packs of work to last for a couple of days may be printed and taken/ sent home with pupils.

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 to ensure equality of opportunity for all children.
- Children have access to the same teacher input in school and at home if they have access to technology. This may be through their own teacher delivering either a live or pre-recorded session or given an instruction to access a lesson from a site such as White Rose Maths, Oak National Academy, BBC Bitesize or similar. Follow up work is differentiated for children by their teachers with the same tasks set for both school and home learning.
- Children who do not have access to technology will be given instructions in written form as part of their Home Learning packs which include the same tasks as their peers.
- SEND pupils may also receive an adapted curriculum in line with their needs and personal plans.

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, both recorded or live directed teaching time and time for pupils to complete tasks and assignments independently) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours a day
Key Stage 2	4 hours a day
Key Stage 3 and 4	5 hours a day

Accessing remote education

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

At Springfield Junior School we make use of a wide variety of online tools or digital platforms, either for delivery or for assessment and these include:

To set learning tasks and communicate	English	Maths	Topic	Other – may be used for a variety of subjects
Class Dojo	Reading Eggs	Mathletics	Charanga (music)	Education City
Teams	I-Hub	Times Tables Rockstars	Real PE at home	Oak National Curriculum
	Nessy (personal programmes)	Top Marks	Odizzi (Geography)	Twinkl
		Third Space (personal tutoring)	Zumos (PSHE)	BBC Bitesize

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:

We used an initial questionnaire to ascertain how many pupils have access to the internet and to appropriate devices for home learning. We have also contacted parents and carers by phone to check the information provided so that we have a clear idea of the child's ability to access learning from home.

Teachers are maintaining a log of tasks set and completed so they know who is engaging with learning. If a child fails to engage, the class teachers immediately contact the parents/ carers themselves or informs a member of staff in school who can follow up on this.

A member of the leadership team is overseeing this and keeping the information fully up to date.

School can provide paper packs/ exercise books and appropriate writing materials if requested as we know that some children prefer to work in this way. Weekly work packs are printed and available for collection from the school reception area or delivery. A box is placed in the school reception area for completed work to be returned for marking although some children choose to complete the work on paper but take a photograph of the finished task and send this via Class Dojo or Teams.

If the lack of engagement is caused by an issue with technology, there is a section on the school website and Facebook page which informs parents and carers about contacting school so that we can apply for internet access/ improved access on their behalf.

We also know from regular phone conversations with parents and carers which pupils are struggling due to a lack of appropriate devices.

A limited number of laptops are available for loan to families with significant needs. Parents/ carers must sign an agreement between themselves and school to loan a device which is logged on the school's Asset Register.

How will my child be taught remotely?

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

We are currently using a range of approaches to teach pupils remotely.

Some examples of the remote teaching approaches we employ are:

- live teaching (online lessons).
- live online feedback sessions following teacher instruction to talk through work or address misconceptions.
- recorded teaching (e.g., Oak National Academy lessons, video/audio recordings made by teachers).
- printed paper packs produced by teachers (e.g., workbooks, worksheets).
- textbooks and reading books pupils have at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- long-term project work and/or internet research activities linked to the current topic.

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?

The following are our expectations for pupils' engagement with remote education:

- We expect pupils who are working at home to make sure they have access to all the resources and the equipment they will need to complete their work – electronic

devices e.g., laptop, tablet, phone as well as pens, pencils, exercise books, worksheets, dictionaries etc. (please contact school if there are any difficulties with this).

- Understand that it is important to maintain a routine and follow the daily expectations for learning, even during these circumstances - make a daily timetable but remember to include time for breaks and exercise.
- Make it like a school day and avoid background disruptions such as the TV or electronic games; save these for breaks or after school.
- Set small goals every day and celebrate success.
- Spend around four hours a day on the different tasks set but take regular breaks. ***We appreciate that whilst there may be a timetable in place for the day's learning, we know that some children might have to do their learning at different times if they are sharing a laptop with a brother or sister for example. It is fine to do things in a different order or complete lessons at a different time as they engage with learning for 4 hours a day.***
- Complete at least three tasks in a day.
- Work in a suitable and tidy space e.g., at a table in a room where there are no distractions.
- Tell parents or carers if they need help with a task.
- Contact the teacher via Dojo message or Teams to ask for help and advice.
- Send in any work that has been completed – this might happen at various points during the day or altogether at the end of the day.
- Eat healthily and get plenty of sleep.
- Talk about how you are feeling and share any worries or anxieties.
- Wear appropriate clothing when taking part in a live lesson and ensure an adult is in the room.
- Follow online safety rules.

The support of parents and carers is vital for remote learning to be successful and we ask that:

- Parents and carers make sure that their child/ children have all the necessary equipment they will need to engage with home learning.
- Children have an appropriate space for learning (away from distractions such as TV or sibling who is also working from home, quiet area, flat surface such as a table to work on etc).
- Children are appropriately dressed – no pyjamas!
- Children complete the daily tasks set on Class Dojo or Teams and upload work as requested.
- Parents/ carers send teachers a message to comment on the task and their child's approach to it e.g., if they enjoyed it, if it was too hard/ easy, if it took longer than expected etc.
- Children can watch the teaching input (this might be their own teacher on Dojo, a White Rose Maths session, BBC Bitesize or Oak Academy video, instruction guide or other).
- Make sure children join live lessons, group work or feedback sessions as appropriate.

- Make sure children have regular breaks throughout the day and follow a routine if possible.
- Make sure children get fresh air and exercise e.g., go for a walk or play in the garden if the weather is fine.
- Ensure children eat regular meals and have healthy snacks. They should drink plenty of water throughout the day.
- Make sure children follow online safety rules and report any breaches in line with school policies and procedures or any technical issues.
- Maintain a regular bedtime routine e.g., bath/ shower, no electronic devices after a set time, read/ story/ quiet time, family time (TV, game etc), warm drink before bed etc.
- Report any absences/ illness - even if children are working from home we need to know if they are poorly and unable to complete the work set.
- Encourage and help children with their home learning.
- Ask teachers for help if you and your child are still unsure about what is expected – don't get stressed!

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

How, and how often, school will check pupils' engagement with remote education:

Teachers are maintaining a daily log of all tasks set to track who is completing work and uploading them to Dojo/ Teams or bringing packs back into school. They are also monitoring who is engaging with live sessions etc. We appreciate that not everyone may be able to engage with a live lesson in a busy household with shared devices and will always take this into account. However, we do expect that ALL children will complete their set work at some point during the day and will spend 4 hours a day on learning and complete a minimum of 3 tasks.

If we notice that someone is failing to engage with learning, we will make contact to find out the reasons why and see if there is anything we can do to support. This might be by phone, email, or message on Dojo. When a child is ill there is obviously a good reason for not engaging with work, but the expectation is that at all other times, children will engage with learning every day and we will monitor this closely.

A member of the Leadership team is maintaining a spreadsheet of whole school engagement using information provided by individual teachers to track and monitor engagement.

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:

- Teachers will comment on work uploaded to Dojo or Teams. This may be a physical mark on the work or a feedback message which might include a development point or “next step”.
- Teachers may provide whole class feedback.
- Children may receive scores achieved on tests or quizzes set.
- They will receive instant scores when working on Rockstars, Mathletics and other online sites and teachers will monitor the results.
- Teachers will give verbal feedback to individuals and groups during online live sessions. They will use visualisers to model examples and address misconceptions.
- Children will receive daily feedback on their work.
- Teachers will comment on effort as well as attainment.

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:

- Provide individual work in line with the child’s personal targets and needs.
- Teacher or SENDCo will talk through work set with parents and carers.
- Provide opportunities for children to join online lessons with their teacher or TA.
- Make sure the correct resources are available for home learning e.g., an angled board, visual timetable, or specific piece of equipment the child is used to using in school.
- Regular checks on SEND pupils and their families via phone, email, Teams or Dojo.

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 self-isolating, we will endeavour to link them into school via Teams so they can access the same lesson as their peers who are physically in the classroom.

The work will be sent electronically via Dojo or Teams or, if we know it is required, we will print off a pack of work or send home the books required to enable the child to complete the same task as their peers. We may also send home resources if they are needed.

The class TA may be used to explain the independent work and address any problems online, just as they would in the classroom.

Feedback will be provided online and may be verbal or written or, if work is being completed on paper it will be marked when it is brought back into school or collected.

Each case will be adapted according to the needs of the pupil, resources (including electronic devices etc) and home circumstances.