

# Springwood Infant and Junior School Federation

*BELIEVING IS ACHIEVING*



## Springwood Federation Remote Education Information for parents January 2021

Statutory Policy

Approved By: **Governing Body**

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Stay Safe,  
Treat Others How You Wish to be Treated,  
Try Your Best and be Proud

## **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.

### **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?**

A two-day year-group appropriate curriculum project created by Hampshire Local Authority to complete will be uploaded to the year group pages on the school website. During this time, teaching staff will make any necessary adaptations to their school planning so the learning journeys can continue and be accessed by all at home from day 3.

### **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?**

At Springwood, 'remote learning' mirrors school-based learning and provides blended learning opportunities which enable core subject knowledge and skills to be taught and learnt in a timeframe that is equivalent to the school day.

### **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:

<b>EYFS</b>	2 hours a day
<b>Key stage 1</b>	
<b>Year 1</b>	2.5 hours a day
<b>Year 2</b>	3 hours a day
<b>Key Stage 2</b>	4 hours a day

### **Accessing remote education**

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

- If a local or national lockdown has required remote learning provision to be implemented:
- Remote learning will be uploaded to the year group pages on the school website by 9am daily (Mon-Fri).
- If remote learning provision is required due to self-isolation:
- Remote learning will be emailed to parent's email account by 9am daily for submission by 3pm.

### **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:

If school is notified that a pupil does not have digital access, a daily remote learning pack will be prepared by the year group and can be collected /submitted by a family member or friend who is not self-isolating at 10am every day.

### **How will my child be taught remotely?**

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

- Photographs of teachers exemplification

- Examples of other pupils learning
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

### **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?**

- Although remote learning is designed to be completed by children independently, we very much value parental involvement and support. We believe it is important to work closely with our parents and work hard to develop partnerships that help our children achieve the best they can.

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

##### **If a local or national lockdown has required remote learning provision to be implemented:**

- All submitted remote learning will receive daily feedback from a teacher. This may be in writing or a personalised phone call. If a teacher is concerned that a child does not understand their learning properly, they will phone and discuss this with parents and or the child.

##### **If remote learning provision is required due to self-isolation:**

- All submitted remote learning will receive daily feedback from a teacher. This will be in writing (before 9am the following day if learning has been submitted by 3pm on the same day) unless a teacher is concerned that a child does not understand their learning properly. In this instance, they will phone and discuss concerns with parents and or the child.

#### **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:

##### **If a local or national lockdown has required remote learning provision to be implemented:**

- Teachers will review and provide daily written feedback on submissions. If remote learning is received by 3pm, feedback will be emailed between 7am and 9am the following morning (or Monday if Friday is submission day). If remote learning is received after 3pm, feedback will be emailed at the end of the next school day.
- Additionally teachers in the year team will conduct phone calls to provide ongoing support throughout the remote learning period.

##### **If remote learning provision is required due to self-isolation:**

- Teachers will review and provide written daily feedback on submissions. This will be emailed between 7am and 9am the following morning.

### **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:

##### **If a local or national lockdown has required remote learning provision to be implemented:**

- Teachers communicate regularly (at least weekly) with parents of all children (including those with SEND) to ensure they are supported by school and / or feel confident to support their children complete their remote learning.

- Year group email provides a request line for parents to contact teachers for advice and / or support. Teachers then contact parents by phone that day (if call received before 2.30pm)
- It is understood that children with Special Educational Needs or Disabilities (SEND) may not be working with the guidance for their year groups. In these individual cases, a teacher from the child's year groups will contact parents to discuss any variation from the year group expectations. Adaptations to remote learning provision may be:
- Alternative year group's remote learning provision reflecting the child's stage of development emailed directly to the parent
- Alternative resources are provided by email SENDco liaises with families to support any specific SEND concerns.

**If remote learning provision is required due to self-isolation:**

- Parents are invited to contact the school office for telephone support from teachers and this will be provided throughout the day (if possible) or after school.

**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?**

Teaching and learning provision will be emailed to parent for completion and submission daily (sent by 9am and submitted by 3pm). This will reflect the learning that has taken place in class that day so the child working remotely will be working 24hours behind their class.

Parents are invited to contact the school office for telephone support from teachers and this will be provided throughout the day (if possible) or after school.