

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

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?

Pupils can expect to access work to be completed at home primarily through the means of Google Classroom. Teachers will aim to set work by 4 pm the day before the actual lesson. Where this may not be possible, teachers will post work on Google Classroom as soon as possible after the actual lesson.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We aim to teach the same curriculum remotely as we do in school. This may not be completely possible in practical subjects or in PE, for example, but we aim to cover the same curriculum content wherever possible. Where teachers are able to, they will set practical work that pupils can safely complete at home.

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:

Key Stage 3 and 4	The equivalent of 5 hours a day
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Accessing remote education

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

- Work will be posted online via Google Classroom (which pupils should have been invited to and accepted, as is normal practice)
- Live lessons will be available through 'Google Meet'. Invitations to live lessons will be sent to pupils before the lesson
- Screencasts (Loom recordings/Powerpoint recordings) will be posted on Google Classroom where appropriate so that pupils can access them at any time

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:

- Where appropriate need has been identified, the school will issue government laptops so that pupils can access remote lessons. If parents consider that they are eligible for a government laptop, they should contact the appropriate Year Office in the first instance. Alternately, they can contact the relevant Year Office via the 'contact' email address on the school's website
- Where pupils are finding it hard to access live lessons or have technological issues (eg lack of a printer at home), they should contact the relevant Year Office to arrange to have print materials sent home
- In the rare event that pupils have limited online access at home, they can submit work via their Year Office for re-distribution to their teachers

How will my child be taught remotely?

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

We will deliver online learning through a variety of means, dependent on the suitability for the work covered:

- our aim is that a majority of lessons will be through live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, GCSEPoD videos, Loom or Powerpoint 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 (eg BBC Bitesize/YouTube/FreeScienceLessons)

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?

We expect that:

- Pupils actively engage with remote lessons in whatever form they take. We ask that pupils follow their normal timetables to inculcate good routines for when schools re-open
- Pupils are ready to complete the work set and submit it electronically and promptly to their teachers
- Parents encourage, support and cajole their children to 'attend' live lessons and submit work that has been set

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

Our aim is to:

- Monitor all live lessons, (via Google Docs) taking registers and informing parents where there is a concern over attendance or work produced
- Alert parents, where there is a concern over 'attendance' or where work produced is not of a suitable standard
- Contact parents of all pupils on a twice half termly basis with an update on progress

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:

Springfield staff aim to:

- Assess work produced through a variety of means, including digital, written, feedback through Google Classroom as well as verbal feedback through live lessons
- Aim to give formative feedback, (whether through verbal feedback during lessons or digital, written, feedback) on a fortnightly basis.

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:

We aim to support SEND pupils in the following ways:

- The school's SENDCo will make weekly phone calls to pupils with EHCP
- Learning Support Assistants will join teachers' live lessons to offer support to pupils

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.

In such a case, teachers will continue to post their lessons on Google Classrooms, dependent on the lesson content, as close to the actual lesson as possible so that pupils can stay in line with their peers as far as curriculum content is concerned. Teachers will continue to aim to give formative feedback on a fortnightly basis where possible.

Mr Wharton
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