



Semper Sersum -Always Aim High

Springwood Junior Academy

Remote Learning Guide

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 if 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 document.

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?

Learning for the first two days will be added to google classrooms however online teaching resources will be used to heavily support this e.g. National Oak Academy lessons; BBC bitesize. Pupils have been provided with an exercise book, pencil and a set of learning resources for use at home during remote learning. If additional exercise books, pencils or learning resources are needed these can be collected from school through prior arrangement.

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 may need to make some adaptations in some subjects. For example, lessons which are heavily resource dependent e.g. building electrical circuits; clay modelling.

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:

| | |
|------|--|
| EYFS | Will receive 3 hours of learning per day consisting of recorded lessons, time to complete follow up learning tasks and suggested continuous provision ideas e.g. playdough tasks, questions to ask whilst playing with cars. |
| KS1 | Will receive 3 hours of learning per day consisting of recorded lessons, time to complete follow up learning tasks and overlearning of key skills. |
| KS2 | Will receive 4 hours of learning per day consisting of recorded lessons, time to complete follow up learning tasks and overlearning of key skills. |

Accessing remote education

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

Online remote learning will be delivered through Google Classrooms. Class teachers and parents will communicate together through google classrooms, class teacher email (found in the Pupil Zone section of the school website) and class dojo (the whole school reward system which continues to be used during periods of remote learning).

Remote learning will require access to a device such as a smart phone, PC, iPad, tablet or laptop, as well as Wi-Fi connectivity. Children can also access home learning through your SMART TV, Xbox or PlayStation.

Below is an overview of how you can access Google Classroom through a range of devices.

PS4 <https://www.youtube.com/watch?v=Wdc-BloIhsk>

- Click on the web browser.
- Type google classroom in search box.
- Log in using your google account.
- Click on your class.

Smart TV <https://www.youtube.com/watch?v=9vqbCot5K3E>

- Go onto browser and open it up
- Type in google
- Log in to your classroom using your Google Classroom log in

Xbox <https://www.youtube.com/watch?v=Sc-PqAVxGvE>

- Go to apps and click on Microsoft edge.
- Type google classroom in the search box.
- Log in using your google account.
- Click on your class.



IPad

https://www.google.com/search?q=how+to+ge+onto+google+classroom+on+an+ipad&rlz=1C1GCEA_enGB874GB874&oq=how+to+ge+onto+google+classroom+on+an+ipad&aqs=chrome..69i57j0i131i433j46i199i291i433l2j0i131i433j46i199i291i433l2j0.6901j0j4&sourceid=chrome&ie=UTF-8#kpvalbx=AQf8X9yFNs-PlwT2sIv4Ag21

- Make sure you have the latest software in your settings
- Go to the app store and download Google Classroom
- When the app has finished downloading, log in to your Google Classroom account.

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 you do not have internet access or access to electronic devices at home, we will support your child/ren to access remote learning in the following ways:

- Tablets will soon be available to loan from school . This will involve a parent/carer agreeing to take full responsibility for this device; returning it to school once remote learning is no longer required.
- Parents/carers of pupils in Y3-6 can apply, through school, to receive an increased mobile data allowance or a 4G router through the DfE.
- Printed learning packs can be accessed from school on a weekly basis (only for families with no devices/no internet access). These resources will be broadly in-line with the teaching and learning on google classrooms.
- Printed learning can be photographed and emailed to class teachers (addresses can be found in Pupilzone on the school website) or sent through class dojo directly from a mobile phone. Or they can be returned to school on a weekly basis (upon collecting the next printed learning pack) for marking and feedback.

Any further information required, please contact school by phone 0114 2872597 or by email info@springwoodacademy.org .

How will my child be taught remotely?

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

All pupils will be taught remotely using recorded teaching, mostly delivered by class teacher, but supplemented, where appropriate, using online teaching resources such as Oak National Academy lessons, video clips, online games and activities.

Independent learning activities and tasks will then be provided to ensure that pupils get opportunity to apply knowledge and skills taught. Exercise books, pencils and learning resources are provided for all pupils. Online access to reading books is provided and forms part of the teaching and learning.

In addition, within EYFS, activity ideas will be provided to support parents to offer opportunities for pupils to 'learn through play', this will include offering questions and discussion points for parents to support communication.

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?

Home Learning is compulsory - the Government have said it is '*mandatory for academies to deliver at least 3 hours of home learning for our youngest children in EYFS/Y1 and Y2 and at least 4 hours of learning for our older children in years Y3- Y6*'.

Our youngest children in EYFS, Y1 and Y2 will need adult help to access remote learning and our KS2 pupils may still need some support to engage with the learning. The regular recorded lessons will ensure that your children still feel connected with their class teacher. Feedback will be provided through Google classroom, as the children complete their learning tasks or through email/class dojo where learning has been photographed and submitted in this way. Where possible, please remember to get your children to submit their learning when completed on Google Classroom so that their teacher can see it. We will continue to track the children's progress through formative assessment, using evidence such as the children's engagement and submitted learning. We will also continue to offer rewards for remote learning through class dojo.

In EYFS and KS1, pupils will receive at least daily phonics, English, Maths and wider curriculum learning opportunities. Within KS2, pupils will receive at least daily English, Maths and wider curriculum learning opportunities. Three learning tasks per day is the minimum expectation. Some children may thrive on more than this. If this is the case, we encourage you to look at our 'Parent Guide to Online Learning' found in the 'Remote Learning' section of the school website. This document shares many websites that can offer your children additional wider learning opportunities. Please remember to include reading for pleasure and to practise times tables and spellings each day.

Please continue to use the academy planner to record reading activity with your children. In line with the 2020-2021 academy improvement plan we will be prioritising Phonics, Reading, Maths and PHSE.

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

Pupil engagement will be monitored through a whole school live document which will be updated weekly by class teachers, inclusion lead and the leadership team.

Where pupils are accessing google classrooms but not submitting learning, the class teacher will communicate with the family about this and support will be offered where needed. Where a pupil does not have an electronic device; multiple pupils are accessing the same device and therefore learning is being completed on paper, we expect that photographs are taken of this learning and sent to the class teacher at least weekly so that marking and feedback can be provided; engagement celebrated. Where learning is not shared with class teacher, the class teacher will communicate with the family as above.

However, where a pupil is not accessing google classrooms AND not accessing the paper learning pack; the leadership team will make contact to discuss how we can support you, as a family, to access remote learning for your child. It is important that during periods of remote learning, pupils engage in some way to ensure that they continue to learn in line with their peers and in line with age related expectations.

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:

All learning submitted will be acknowledged and celebrated. For pupils submitting a week's learning, an in depth marking and feedback comment will be received at least weekly within both Maths and English. Where misconceptions and misunderstandings are identified, additional resources/support will be provided to secure understanding within this area. These comments will mostly be provided within Google Classroom however where learning has been submitted using class dojo or class teacher email, comments will be provided in the same way.

Marking and feedback will be used to inform assessment and next steps in learning.

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:

As an academy we understand the additional challenges which pupils and parents may face as a result of the move to remote learning. We want to reassure families that there is a member of the Inclusion Team available each day to offer pastoral, well-being and SEND support. If you need to talk to a member of the team then please do not hesitate to contact the academy office who will direct your call. Please be reassured that we know that families are trying their best and our aim, as an academy, is to support you.

The remote learning provided is differentiated to meet pupil needs and differentiated learning resources have been provided for all households. For pupils accessing highly personalised curriculums, learning has been provided separately for these families to meet their individual needs.

Learning for your youngest pupils is targeted to have high engagement from the pupils through class teacher recorded lessons; active learning; considering general household equipment which can be used to support/excite, therefore pupils will be more eager to take part in the learning and will therefore need less adult support.

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 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?

Where individual pupils or small groups of pupils are self-isolating, online lessons plus teaching and learning activities and opportunities will be provided, through google classrooms, which will ensure that pupils are learning the same curriculum content as pupils in attendance at the academy e.g. use of National Oak Academy resources, BBC Bitesize lessons; Letters and Sounds online lessons. The learning will not include recorded lessons delivered directly by the class teachers as they will still have full responsibility for delivering the teaching and learning to their whole class.

