

# **Springfield Primary School**

## **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?**

Remote education for each class can be located on the class page of the website <http://springfieldschool.org.uk/> under weekly tabs. The learning on the website will reflect the themes, skills and content of what is being taught and what would be taught in school at that time. Pupils will be able to access a range of subjects each week relevant for their age. Pupils have access to every class page and can therefore access levels of learning above or below their age range as appropriate for their ability.

### **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.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example PE themes may differ and be substituted where equipment and space may be needed to access the skills.

## 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:

Please note: these timings are in line with Government recommendations.

Early Years Foundation Stage	Less than 3 hours per day. There are shorter tasks of Literacy, Maths, Phonics plus a range of wider curriculum tasks to choose from. Pupils are encouraged to engage in play as part of their child development.
Key Stage 1	3 Hours per day. There is a diet of English, Maths, Phonics/SpaG and a foundation subject area per day.  If pupils complete their work more quickly than this, key words and spellings can be accessed on their class pages and they can be used for daily practice.
Key Stage 2	4 hours per day. There is a diet English. Maths, SpaG and a foundation subject area per day.  If pupils complete their work more quickly than this, key words and spellings can be accessed on their class pages and they can be used for daily practice. In addition to this, pupils should practice their multiplication tables to develop fluency and rapid recall.

## Accessing remote education

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

- All learning will be uploaded to the school website, class pages. An outline of the week is given to help structure the week's learning. Learning will be available to families by the Sunday before the week commencing. Pupils will have access to a weekly and daily diet of English and Maths, with the addition of foundation subjects (topic and PE) for afternoon learning.
- Lesson starter videos are used to provide a model to scaffold and support the learning of new concepts. These videos will be youtube videos or a googlemet videos may be used to enable teachers to share their screen. Whiterose Maths demonstration videos and the Oak National academy, Bitesize, Bug Club and other government promoted websites may also be used. For assessment purposes google forms, google sticky notes and sumdog may be used.
- Pupils have their own email address to be able to access class meetings and assemblies and with support of parents can submit work for weekly feedback from teachers.
- Pupils should try to complete as many of the activities as they can which are provided. However, we do not wish to put families and pupils under pressure and cause un-due anxiety for our pupils and so pupils will not be penalised for incomplete work.
- Pupils will be invited to class meetings in order to engage live with their teacher and class peers. Invitations will be sent via google meet to the pupil email addresses. Parents are given as much support as they require in order to set up pupil emails and access these meetings. Support can be found by calling the school office or replying to the Assistant Head teacher email with which your child's details were sent.

## **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:

- At the beginning of the Autumn term 2020, parents were sent a questionnaire to find out whether their child had access to a device to use in the event of a school or class closure. This information was used to provide printed packs of work for children. It was also used as a guide for school to apply for the government laptops scheme. Parents are encouraged to inform school via email or telephone if their situation changes and they are in need of laptop support. The school's supply of laptops will be loaned to families based on their priority of need and subject to availability of laptops in school.
- Parents who require support for mobile data allowance and routers/dongles should contact the school business manager via the school office 0114 2723455 for more information.
- Should paper packs be required, parents can request these via telephone 0114 2723455 at the school office or through their email communication with the class teacher via the class email address year\_@springfield.sheffield.sch.uk
- If pupils do not have online access, they have the ability to return work from the printed paper pack to their class teacher via the school office, when they collect their next pack of work.

## How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Weekly work is uploaded to the class pages on the school website <http://springfieldschool.org.uk/> Weekly work is kept on the website after the date, so that work can be accessed at a time convenient for families and children can work through the learning at their own pace. An overview of the week is outlined on the class page in the weekly tab to provide a structure for the week of learning.
- Live class meetings are used to provide face to face interaction and to give encouragement and live access to their teacher. As a school the well-being of our pupils is a priority and we feel that these opportunities to connect with their teacher and peers are important. These are accessed via google meet invitation to the pupil email address. These meetings are staggered through the day, so to allow siblings to access their meeting if they are sharing devices at home. Where appropriate, class teachers use padlet as a tool for pupils to socially communicate with their peers.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers which are accessed via the school website on class pages). Where appropriate, these are used as starters to each lesson to provide a scaffold or to demonstrate new teaching. Recorded teaching is used so that pupils can access these at a time convenient to them and can be re-watched for further support.
- Printed paper packs produced by teachers (e.g worksheets). These are also uploaded to the class pages on the website. Paper packs are printed for families by request.
- Online Reading books are allocated and replenished on Bug Club [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) to provide regular access to books. Additional comprehensions may be uploaded to the weekly tab, where age appropriate.
- Commercially available websites such as The Oak National academy and Whiterose Maths are used to support the teaching of foundation subjects and Maths.

## 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?

#### Expectations of pupils:

- Complete the online learning (Children are not expected to print out any worksheets. They are to complete tasks on paper away from the computer). Class work can be found on your class page on the school website.
- Submit one completed piece of learning to the teacher email at the end of the week to the class email address:

nursery@springfield.sheffield.sch.uk

reception@springfield.sheffield.sch.uk

year1@springfield.sheffield.sch.uk

year2@springfield.sheffield.sch.uk

year3@springfield.sheffield.sch.uk

year4@springfield.sheffield.sch.uk

year5-6t@springfield.sheffield.sch.uk

year5-6b@springfield.sheffield.sch.uk

- If struggling to complete work or have difficulties with technology to access learning, please ask your parents to contact school.
- Contact your class teacher through the class email address if you have any questions.
- Attend class meetings. These will enable you to talk to your friends and your teachers if you have anything to tell them or you have any questions to ask.

#### Expectations of parents:

- Parents are asked to support their children each day to access learning at home.  
Pupils should then independently engage in learning 5 days per week.
- We are aware that families may be sharing devices at home. Work can be accessed from our school website at a time which suits your family.
- Please alert school if pupils are unwell and unable to carry out learning.
- Support your child by submitting work via email for class teacher feedback.  
The expectation is at least 1 piece of work per week. This can be emailed as a photograph of the work. The attached piece of work should be sent to the class email address for the class teacher to respond to.
- Answer sheets will be provided where possible for self-marking.
- If struggling to complete work or there are have difficulties with technology to access learning, contact school through the teachers email, the school telephone number 0114 2723455 , paper packs may be provided where difficulties occur.
- Class teachers can be contacted via the class email address if your child needs to ask a question about their learning or needs further support.

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

- Class teachers will email families once a week to 'check in' on pupil learning.
- Should class teachers not hear from pupils on a weekly basis through submitted work or email, then they will contact families via telephone. Regular bouts of absence from learning may result in a telephone call from headteachers.
- For children or families assessed by school as vulnerable, parents will receive a weekly telephone call from school to listen and support.

## **How will you assess my child's work and progress?**

There are many ways teachers may assess the work and progress of pupils' work. Our approach to feeding back on pupil work is as follows:

- Work emailed to class teachers will, where appropriate be given written feedback.
- Teachers and Teaching assistants will acknowledge the receipt of pupil emails but will provide feedback to pupils on a weekly basis.
- Teachers will provide answers to questions for self-marking, where appropriate and where this is possible.
- Quizzes (google forms, sumdog) and Sticky notes may be used for assessment purposes, e.g for Science or Topic learning or Maths recall.

## **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:

- Pupils with Special Educational needs will receive a weekly telephone call from the SENDCO. Communication between the SENDCO and class teachers occurs on a weekly basis in order to monitor their provision and pupils' engagement with learning.
- Where appropriate, work may be differentiated on the school class page to provide a range of levels of work to be accessed by pupils. (For example: specific phonic activities are provided for groups of pupils in Key stage 2, as it would be if learning was happening in school). This work is specifically provided for pupils who are working at a lower level in English to that of their peers.
- Bespoke packs of work are provided for pupils with Special Educational Needs. These packs may include fine motor or sensory materials to give an example.
- Where appropriate and subject to availability of staff, intervention lessons are delivered remotely via google meet. These interventions include Phonics, Reading and writing intervention. Remote live lessons are not appropriate for all pupils.
- For our younger pupils, the remote learning provision is tailored to be appropriate for their age. For example, our Reception pupils have access to a number of videos each day to support their learning of new concepts. These videos encourage participation from your child. Nursery children have access to learning materials and videos which are appropriate to their age and stage. We encourage children of this age to engage in play as this is a vital aspect of their child development.



## 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?**

- As for all remote learning, the weekly learning is uploaded to the class pages on the school website.
- If a child is unwell, then we do not expect them to engage in learning.
- The learning uploaded on the school website will reflect the themes and content (for English, Maths, Reading, SPaG and Phonics) which is being taught in school, however it may not be a complete replica, as in school teachers have access to additional resources and may use practical tasks which may be used through interactive teaching.
- Additional wider curricular learning tasks will be uploaded by class teachers.
- Where possible and where appropriate, video lesson starters will be used. These will be sourced from Government recommended websites such as The Oak National Academy and Whiterose Maths.
- Pupils can submit work for feedback via the class email address. Teachers will respond to emails from pupils learning from home in a timely manner by the end of their working week.
- If paper packs of work are needed during short-term remote learning periods, due to isolation, parents must request these via the school office.