

Remote education at Springfield

Please read the following guide to find out about Springfield's approach to remote education. It outlines how we can work in partnership to best support your child with their learning at home.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect all pupils to engage with learning with a positive attitude and to complete tasks to the best of their effort
- We ask that parents and carers support children to be up, dressed and ready for learning in time for their first Google meet of the day. It is important that your child feels motivated and able to fully engage. **No** pyjamas or dressing gowns please.
- We ask that parents and carers support children to find a table or surface to work at in a shared living space where possible. Tablets should be propped up and not held by the child whilst learning.
- We ask that all parents and carers support children to follow the suggested timetable, whilst adapting timings to the needs of the child and family circumstances
- We ask that all parents and carers communicate any concerns or challenges so that we are able to address them and provide support as quickly as possible

What will my child be learning?

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, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)

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 (Nursery and Reception): 2-3 hours per day
- KS1 (Year 1 and 2): 3+ hours per day
- KS2 (Year 3-6): 4+ hours per day

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

Your child will access online remote learning through Google Classroom. Your child has a school account to log in.

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:

- iPad and laptop loans
- SIM cards for internet access
- Printed work packs available for collection

How will my child be taught remotely?

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

- morning Google Meets: motivation for the day ahead, feedback, praise and explanations
- live teaching explanations during Google Meets
- recorded teaching (e.g. Oak National Academy lessons, pre-recorded videos from 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

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

- Teachers and teaching assistants complete a daily remote register for attendance at Google Meets
- You will receive a phone call if your child is absent for the Meet
- Teachers and teaching assistants track daily submissions of assignments and make phone calls where learning is missing or where support is needed

How will my child receive feedback on their learning?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class verbal feedback via Google Meets and quiz scores via digital platforms will help your child to know what they are achieving successfully and what their next steps are. Our approach to feeding back on pupil work is as follows:

Maths	Whole class feedback at Google Meets: sharing successful strategies and unpicking misconceptions with re-explanations where necessary based on class performance from submissions. Individual comments, calls or voice notes (Motes) where personal feedback is necessary. Google Forms quiz scores.
Reading	Whole class feedback at Google Meets: sharing successful answers to longer comprehension questions and unpicking incorrect responses with explanations to ensure understanding Individual comments, calls or voice notes (Motes) where personal feedback is necessary Google Forms quiz scores.
Writing	Whole class feedback at Google Meets to share successful examples (sentences/short extracts) to reinforce and evaluate use of language/punctuation/layout/detail. Teacher modelling and explanation of common errors e.g. spellings or misapplication of grammar and punctuation. Written comments or voice notes (Motes) for extended pieces of writing.
Foundation Subjects	Whole class feedback at Google Meets: sharing successful submissions and celebrating effort and depth of engagement with tasks. Individual comments, calls or voice notes (Motes) where personal feedback is necessary.

In addition to providing feedback on learning through these channels, teachers, teaching assistants and leaders will send positive praise messages through Marvellous Me to celebrate effort and progress.

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:

- Phone calls from the SENCo to check in and make adjustments to learning timetables where necessary
- Small group Google Meets with a teacher or teaching assistant for children with SEND who are identified as finding it challenging to access learning at home to provide additional support
- Personalised learning packs with differentiated learning tasks will be provided where appropriate

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If your child is self-isolating but is not unwell, they should access their learning in Google Classroom and complete their daily learning tasks for their isolation period. As their teacher will be teaching the remainder of the class during the day, Google Meets will not be used as a method of communication. Instead, feedback via Google Classroom and phone calls where appropriate will be used to stay in touch and provide support.