

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/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 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?

- Initial contact from class teacher/TA to establish best way of working based on family situation. During this discussion we can remind pupils and parents/carers about how to access Google and other apps including sharing usernames and passwords.
- Work/tasks set on Google Classroom or a work pack delivered to your home address. Teachers will be able to provide enough work/activities for these first few days as follows
 - KS1 (reception, Y1 and Y2) – 3 hours per day
 - KS2 (Y3, Y4, Y5 and Y6) – 4 hours per day
 - KS3 (Y7, Y8, Y9) and KS4 (Y10, Y11) – 5 hours per day
- Daily contact to check in that your child is ok, able to access the work set and give pupils and parents an opportunity to ask any questions

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.

Primary – we will continue to teach English (including phonics), Maths, PSHE and other subject areas through our Enquiry Topic. Some tasks/activities may need to be changed or adapted to make them more suitable for remote learning. We may use Oak National Academy or other apps and resources to support and supplement learning where appropriate. We will aim to provide parents with a range of ideas/activities for PE and outdoor learning so that pupils can still continue with these important aspects of the curriculum in a way that suits their own individual circumstances.

KS3 - we will continue to teach English, Maths, PSHE and other subject areas through our Enquiry Topic. Some tasks/activities may need to be changed or adapted to make them more suitable for remote learning. We may use Oak National Academy or other apps and resources to support and supplement learning where appropriate. We will aim to provide parents with a range of ideas/activities for PE and outdoor learning so that pupils can still continue with these important aspects of the curriculum in a way that suits their own individual circumstances.

KS4 – We will continue to teach subject areas linked to the qualifications pupils are working towards. This includes English, Maths, Science, PSHE and pupils Option subject. Pupils may be able to work on aspect of the BTEC Home Cooking qualification depending on individual circumstances.

One of the main building blocks of the curriculum at Springwell is to develop pupils SEMH skills to support their personal development and wellbeing. In a normal school day pupils have regular breaks throughout the day including access to brain breaks, regulation activities, physical activity/movement, sensory circuits and mindfulness activities. We will provide pupils and parents/carers with a range of ideas/activities to support this area of the curriculum.

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:

<p>Key Stage 1 (Y1 and Y2)</p>	<p>3 hours per day</p> <p>Teacher/TA led class learning through Google Classroom am/pm session (up to 30 mins per session)</p> <p>Additional follow up 1:1 sessions with Teacher/TA if further support is needed (short sessions approx.15 mins)</p> <p>Pupils complete range of curriculum activities supported by parents/carers where possible but can be completed independently.</p> <p>Teacher/TA led class story time (15 mins)</p>
<p>Key Stage 2 (Y3, Y4, Y5, Y6)</p>	<p>4 hours per day</p> <p>Teacher/TA led class learning through Google Classroom am/pm session (up to 1 hour per session)</p> <p>Additional follow up 1:1 sessions with Teacher/TA if further support is needed (short sessions approx.15 mins)</p> <p>Pupils complete range of independent activities</p>
<p>Key Stage 3 (Y7, Y8, Y9) Key Stage 4 (Y10, Y11)</p>	<p>5 hours per day</p> <p>Teacher/TA led class learning through Google Classroom am/pm session (up to 1 hour per session)</p> <p>Additional follow up 1:1 sessions with Teacher/TA if further support is needed (short sessions approx.15 mins)</p>

	Pupils complete range of independent activities linked to qualifications
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We understand the difficulties your child may have sitting to work/working in front of a screen for long periods of time. Teachers will work with parents/carers to develop a personalised timetable that meets the needs of each child.

Accessing remote education

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



Classroom

Your child will:

- Have their own Google login.
- Be part of their normal class where they will have access to their class tasks set.
- Receive an invite on their Google calendar to their scheduled am/pm session.
- Be able complete on the assignment page which teachers will be able to access
- Be able to use the class chat to ask for additional support if they need help outside of the teacher led am/pm session

Each Key Stage will then have access to the additional apps, websites and resources below to support their learning. From our school website www.springwellalternativeacademylincoln pupils and parents/carers will be able to access guidance on how to download and get logged on to Google Classroom as well as links to the other apps/resources that can be used to support independent learning.

Primary – In addition to Teacher/TA led sessions on Google Classroom we may use the following apps/websites and resources to support learning

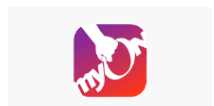


<https://www.thenational.academy>

Your child's teacher will direct you to relevant topics



<https://www.spellingshed.com/en-gb/>



<https://www.myon.co.uk/login/>



<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Secondary - In addition to Teacher/TA led sessions on Teams we may use the following apps/websites and resources to support learning

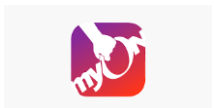


<https://www.thenational.academy>

Your child's teacher will direct you to relevant topics



<https://www.spellingshed.com/en-gb/>



<https://www.myon.co.uk/login/>



<https://www.mymaths.co.uk>



<https://www.bbc.co.uk/bitesize>

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:

- We have already contacted all parents/carers to check what access your child has to the devices and the internet. These discussions have also helped us to understand your individual circumstances e.g. if you do have a device is this a shared device and how much access/time does each child in the family have.
- If your child does not have adequate access to a laptop or tablet we may be able to lend them a suitable device.

- If you do not have internet access at home we may be able to support through the loan of a dongle.
- If you have agreed with your child's teacher that you would like to have printed materials and workbooks these will be printed at school and posted or delivered to you weekly.
- If your circumstances have changed since the initial discussion about online access please discuss this with your child's teacher in your daily contact or contact us at the following email address enquiries@springwell-lincs.co.uk and we will make contact with you to discuss what help we can offer.

How will my child be taught remotely?

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

- Teacher/TA led live class learning through Google Classroom (am/pm session)
- Recorded teaching (e.g. Oak National Academy lessons or video recordings made by teachers)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips and sequences (those pupils are already familiar with using in school, as listed in earlier section)
- Independent project work linked to the Enquiry Topic or relevant qualification

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?

Pupils are expected to:

- Log on to Google Classroom daily
- Join both the am and pm Teacher/TA led sessions
- Complete independent work tasks or upload/send photos of work completed on paper rather than electronically
- Use the class chat to ask for additional help if they need it so that a member of staff can arrange a further 1:1 session
- Complete online learning using the apps/programmes as requested by the teacher
- Use the internet safely – see keeping safe online advice for pupils in the remote learning section of the school website

Parents are expected to:

- Support your child to ensure they have downloaded and logged in to Google Classroom and the other apps needed to support learning
- Monitor your child's internet access to ensure they are using it safely – see keeping safe online parent/carer support document in the remote learning section of the school website

- Keep a routine for your child where possible – please discuss this with your child’s teacher who can support you to create an individual timetable to support your child’s individual needs
- Discuss any concerns with your child’s teacher. They can help to break the day down in to manageable chunks for your child and recommend strategies and activities to support your child with regulation.
- Let your child’s teacher know if your child is unwell and therefore unable to take part in online lessons and remote learning.
- Maintain daily contact with your child’s teacher so that we know they are safe and well. If we do not manage to make contact with you we will have to complete a safe and well visit to your home address in line with our attendance policy/procedures.

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

Teachers will complete a daily tracker making a note of the following:

- Whether or not your child attended the am/pm Google Classroom session
- Whether or not they completed independent work and submitted/uploaded it to Google Classroom
- If no work is submitted and your child does not attend the am or pm Google Classroom session they will log whether or not they were able to make contact with you or your child

The Senior Leadership Team will meet weekly to review the tracker and discuss the following:

- The level of engagement of individual pupils, identifying any parents/carers who need contact to discuss concerns.
- Reviewing provision for any pupils who are not engaging despite previous contact with parents/carers or where there are new concerns that mean pupils may need to access provision in school rather than continue with remote learning
- Any pupils they are concerned about who have needed a safe and well/home visit due to lack of contact, the outcome of the visit and identify any other pupils who require a safe and well/home visit

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:

- In line with our school Golden Threads and Springwell Obsessions we aim to recognise daily the positive choices that children make. It is important that we continue to do this with remote learning. Teachers will give positive recognition

in am/pm live sessions and in response to pupils logging in to the Teams chat or submitting assignments/tasks/photos of their work

- Pupils will receive feedback at least once a week on their English and Maths work. This could be written feedback or verbal feedback
- Where necessary, more detailed feedback may be given to a class during an am/pm live Teams session to help pupils understand a misconception, or in a shorter 1:1 session for individual pupils if more appropriate.

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:

All of the pupils at Springwell have SEMH needs. Your child's teacher will ensure that assignments/tasks set are at an appropriate level. They will also discuss with you the strategies you can use to support your child's learning. Teachers will be able to support with ideas for tasks and activities that work for your child in school such as sensory activities, brain breaks, and mindful activities. Some of these activities can be used at home help you to support your child to regulate and manage their anxiety.

We have already run a number of evening Q&A sessions for parent during lockdown to offer you an opportunity to discuss any worries and talk to staff about strategies and ideas for supporting your child with learning at home.

If you are concerned and feel you need some additional support please contact Miriam Reynolds (SENDCo) Miriam.reynolds@springwell-lincs.co.uk or Bridget Rodgers (Behaviour for Learning Lead) bridget.rodgers@springwell-lincs.co.uk. They will be able to offer 1:1 Support or let you know the date and time for the next parent Q&A session.

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?

A member of staff will contact you in the morning of the first day of self-isolation to discuss a timetable for the duration of your child's isolation. We will use broadly the same approach as outlined for a full school/bubble closure but the number/length of live Google Classroom sessions may be less depending on the staffing available. We will however ensure daily contact via Google Classroom and tasks/activities set will be meaningful work in line with the work being complete by pupils in the classroom. Your child can use the class chat to ask for additional help and adults in school will respond as soon as they are able to.

Staff Guidance

- Log on to Google Classroom each morning and wish your class a good morning. You may want to set them a little morning challenge such as a spot the difference or 'how many words can you make from...?' and add a quote of the day
- Remind the class of the times for online learning for the day – if they need resources from the supplied work pack, let them know in advance. It may be useful to repost any link that they need to follow.
- Length of online sessions and accompanying work should be in line with the guidance given to parents above. Please make sure that your camera is on with a suitable background. Pupils are not required to have their cameras on if they do not want to.
- Log attendance to the online session on the tracker that can be found in the Lincoln Classes Folder on Google Drive and make a note about their engagement in the session
<https://docs.google.com/spreadsheets/d/1JwLxqeZ7wwc24quzepadBOTaNB27xUgtx/edit?usp=sharing&ouid=110695179510418859632&rtpof=true&sd=true>
- On Arbor, log attendance as "Communication > Telephone call > Attended online session"
- If a pupil does not attend an online session, YOU MUST follow this up with a phone call. This needs to be logged on Arbor AND the spreadsheet (with the time that the call was made).
- If the call is not answered, try again half an hour later and log 'No answer' on the spreadsheet.
- If the call is answered, try to speak to the pupil, go through the learning from the morning and remind them of the timing for the afternoon session. On the spreadsheet, log 'Call answered, pupil spoken to' with brief details of the conversation and log the communication on Arbor as a telephone call.
- If the call is answered but the pupil is not available to speak to, remind the parent/ carer of the need for the child to engage in the online learning and the time of the next session. On the Spreadsheet, log 'Call answered, pupil not spoken to' and log the communication on Arbor.
- Repeat for the afternoon session

Safeguarding:

- If you do not have contact with a pupil for 2 continuous days, log this on CPOMS.
- Log safeguarding concerns as normal on CPOMS. Do not put them on the tracker as this can be accessed by all staff
- Where possible, chat should be monitored all day so that pupils can contact you for help and support.

SLT will be monitoring the spreadsheet throughout the day. Please ensure that Lisa Day, Sarah Jorgensen, Alice Eyre, Miriam Reynolds are added to your Google classroom along with your Phase Leader Sarah Lewis or Andrew Armstrong.

Google Classroom – If you would like to revisit the Google Classroom training to refamiliarize yourself with it, it can be found here on Google Drive

<https://drive.google.com/file/d/1wC3ZSEw77In7zMwJZUojeebdtYN569eO/view?usp=sharing>