Speenhamland 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 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 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?

In the event of a bubble or full school closure, Speenhamland uses DB Primary as the on-line portal for all remote learning. The school website also provides up to date information and links. Families and children are then signposted from DB to a variety of online resources including, Purple Mash, Serial Mash, Oak Academy videos, pre-recorded videos by staff, to supplement their learning. Speenhamland also uses Microsoft TEAMS to facilitate live lessons. Work will be accessible for your child daily via the DB platform.

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 have needed to make some adaptations in some subjects. For example, in subjects such as Art, where resources will not be accessible to you within the home. PE lessons are also not taught or set as lessons instead there will be a whole school PE challenge or signposting to a prerecorded PE session

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:

Primary School-Aged Pupils	The Government have said as a minimum: • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day

Accessing Remote Education

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

As a school, we will be utilising the website, DB Primary and Microsoft TEAMS to assist with remote learning. Your child can access TEAMS via a range of devices such as tablets, phones and laptops; as well as computer consoles.

In addition to this, we will still be using our other online tools such as Purple Mash, TT Rockstars and Oak Academy lessons.

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:

Speenhamland has received an allocation of devices from the DfE to be used to support disadvantaged children who are otherwise unable to access remote education; we issue these on a case by case basis.

Children are eligible to receive support if –
- they have no digital devices in their household
- their only available device is a smartphone
- they only have access to a single device in their household that's being shared with more than one other family member
- If your child is experiencing any issue accessing their online learning because of hardware issues, such as those listed above, please contact Mrs Broad sbroad@speenhamland@newburyacademytrust.org
- If you are experiencing issues with the learning please contact your child's class teacher by email.

We understand that some parents may prefer pupils to have access to printed materials if they do not have suitable online access. Parents should contact the school office or class teacher (as above) so that this can be organised. On collection each week, they can return their previous completed work to the class teacher for checking.

How will my child be taught remotely?

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

Live Teaching will be timetabled weekly for each class on each class page of DB Primary. The timetable for live learning will also be published weekly in the newsletter. We have staggered the times throughout the day so that for families with limited devices and children in different key stages there are no clashes.

For pupils in EYFS DB Primary and Tapestry is used for remote learning. Children in the EYFS will have access to an uploaded daily story and will also be provided with daily Phonics, Literacy and Maths teaching and further set activities through DB Primary and live lessons. Pupils will be set directed activities via DB Primary, in addition there are also opportunities to explore their own learning through exploratory play activities which are set by the teachers. We use Tapestry to record observations and learning at home and will continue to assess children through using this platform.

For pupils in Years 1- 6, an overview of the week's work is uploaded on to the website in the relevant key stage section.

The work children need to complete is found in much more detail on DB primary, this includes links to live lessons.

When there are live lessons, your child will therefore need to login to TEAMS in order to access these lessons, as well as to communicate with their peers and class teacher and teaching assistants.

Teachers will ensure that, where possible, children will be set work from a wide range of curriculum subjects and that the daily tasks set mirror those that the children would receive in a classroom setting.

The expectation is for all set work to be completed by every child as best as they can, we understand there may be difficulties from time to time with access but contact with your child's class teacher should enable this to be sorted out quickly.

To supplement our remote education we will also be using:
- *recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)*
- *printed paper packs produced by teachers (e.g. workbooks, worksheets) where needed*
- *textbooks and reading books pupils have at home*
- *commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g BBC Bitesize*
- *long-term project work and/or internet research activities*

These will be explained through our learning platform and as directed by the class teacher.

Engagement and Feedback

What opportunities will you provide to promote and encourage engagement?

Students will receive feedback from their teachers through:
- feedback on DB Primary
- direct feedback from teachers during 'live lessons'
- engagement is encouraged through the whole school assembly which is posted on the website Each week there is a Headteacher's Challenges are set.
- PM Pals and Student Council are setting mindfulness activities for their peers and school council are setting weekly challenges.
- Rewards are set using DB Primary and link to Dragons Eggs for excellent work, engagement and effort.
- weekly newsletter encourages sharing of excellent work
- where possible continuing with Whole school events virtually e.g. RSPB Bird Watch, World Book Day

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

The expectation is for all set work to be completed by every child as best as they can, but we understand that initially this may take some time as we all find our feet with this new way of teaching and learning.

'How to' guides for parents are available on the website. Parents can contact the class teacher for support and advice via the school website, email or telephone.

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

- Pupils are expected to complete the work set each day, as directed by their teachers. They should submit this via DB primary, ideally by the end of the day. Although we recognise that this may not always be possible.

- Pupils are expected to attend any live lessons and actively participate in these.

- If pupils have difficulty in accessing a task then we would expect our older pupils to make contact with their teacher to let them know through DB primary, so that directed support can be offered.   For our younger pupils we would expect parents to let us know.

- As parents and carers, we would ask that you support your child in organising their time effectively and encouraging a routine throughout the day; we recommend broadly following the structure of the school day.

- Further guidance about creating an effective daily routine for your child at home can be found here:

  https://educationendowmentfoundation.org.uk/public/files/videos/EEF_Supporting_daily_routines_during_school_closures.mp4

- In the first week of isolation/lockdown parents can also expect a check in from your child's class teacher.

- If teachers cannot contact parents and the child has not completed any work on DB primary or be seen to have access this then a member of the senior leadership team will make contact with the parents.

- If teachers do make contact and you are concerned about your child's engagement in work, teachers will discuss with you a way forward how best they can support your child to engage.

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:

Collective and individual feedback on some piece of work will take place daily. Teachers will be providing online feedback regularly through responding to hand it in work; providing whole class feedback or through individual feedback both in live lessons and through DB primary. In EYFS, we use Tapestry to record observations and learning at home, and will continue to assess children through using this platform.

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:

The SENDCO and Teacher in Charge of Keevil will support and liaise regularly with parents to deliver remote education for pupils with SEND. Additional resources or activities may be set and reasonable adjustments and adaptations will be made in discussion with the parents and class teacher.

Our teaching assistants will carry out some one–to-one live sessions using teams to support those pupils who need extra input.

Some pupils will also be targeted in maths and literacy through the use of Individualised remote learning packages eg Third Space Learning, Clash Academy and IDL.

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?

If individual pupils are self-isolating and they are well work will be set for them via DB Primary. If children are self-isolating because they are unwell, we would not expect them to be completing work.

If there are children who are self-isolating and cannot access DB Primary, then we would post set work home.

- Students are expected to complete the work set each day, as directed by their teachers. They should submit this via Firefly, ideally by the end of the day of the lesson, although we recognise that this may not always be possible.

- Students are expected to attend any live lessons and actively participate in these.

- If students have difficulty in accessing a task then we would expect them to make contact with their teacher to let them know, so that directed support can be offered.

- As parents and carers, we would ask that you support your child in organising their time effectively and encouraging a routine throughout the day; we recommend broadly following the structure of the school day.

- Further guidance about creating an effective daily routine for your child at home can be found here:

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