

Remote education provision at Sprowston Junior

Reviewed: Feb 2021

Date of next review: Feb 2022

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

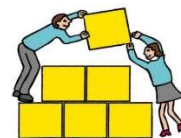
Remote learning will inevitably look different from our standard approach in school. We attempt to mirror learning across both in school and home learning provision. Pupils will have access to the similar resources and will be working towards the same learning objectives.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

As all pupils have Google Classroom accounts, learning will continue online should when a school closure occurs. Teachers will provide at least one live session and will ensure other lessons are delivered using recorded sessions or video clips. Activities will be set and submitted using the pupil's Google Classroom page.

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?

As far as possible, we will continue to follow our existing school curriculum taking in to account the unique circumstances that remote learning presents us with. However, adaptations made be needed for some subjects. For example practical experiments in science may be shared through recorded sessions or video clips.



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:

When being taught remotely, our pupils will be set meaningful and ambitious work each day in several different subjects. This will include either recorded or live direct teaching and will be of equivalent length to the core teaching pupils would receive in school. Our aim is to provide 4 hours a day - these hours include both direct teaching and time for pupils to complete tasks or assignments independently. A daily timetable will be available on google classroom to help support this at home.

Accessing remote education

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

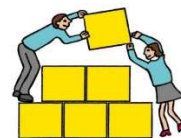
Pupils will access learning using their Google Classroom page. From there they may be directed to other websites such as: Sumdog, TTRockstars, Numbots, Prodigy, mymaths and Spelling Shed.

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 access to a limited number of devices that we are able to lend to pupils. These will be allocated to pupils with greatest need first. To loan a device parents should contact either Mr Walton (head@sprowstonjunior.norfolk.sch.uk) or Mr Arthur (deputy@sprowstonjunior.norfolk.sch.uk)

Pupils who do not have access to devices, or who would prefer to work from hard copies, can collect a paper pack and/or workbooks from the school office. These are produced by each year group and will, where possible, mirror work that is being delivered on google classroom. Please be aware that this work is currently not being collected and marked – teachers may ask to see this completed work when school reopens.



How will my child be taught remotely?

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

Remote learning will involve the following methods and resources:

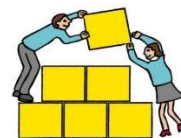
- live teaching sessions
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

We would encourage pupils to:

- access Google Classroom every day
- attend live taught sessions when they are provided
- complete and hand in work using google classroom
- follow the suggested daily timetable
- look out for and respond to feedback when it is given
- ask for support as they need it



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

To ensure that pupils are engaged with learning we will:

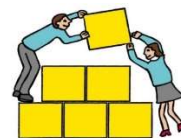
- take a register of attendees on daily live taught sessions
- contact every pupil at least once a week – this may be via live taught lessons, class catch up video calls, online year group assemblies or telephone calls
- provide regular feedback to pupils on their work and how, if necessary, they can improve it

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:

We will provide feedback by:

- using a combination of written and audio comments
- ensuring that all pupils receive 'deep' feedback at least once a week or as is needed
- discussing key issues in live taught sessions
- unpicking misconceptions in class catch up sessions
- using online quizzes
- using websites that provide instant feedback



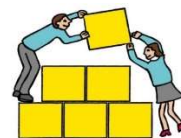
Additional support for pupils with particular needs

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:

We will provide additional support by:

- providing personalised learning – this may include additional live taught sessions, additional small group google classroom pages or bespoke home learning packs
- contacting pupils (and their parents) every week
- where possible, allocating a device to support access to remote learning



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?

During a school closure, pupils who are self-isolating will receive the same provision as their peers. They will have access to the same live/recorded lessons and will be completing the same work.

If school is open, work will be provided that reflects that being completed in school.