

Springhill Primary Academy & Nursery



SPRINGHILL
ACADEMY

Remote Education Policy

September 2020

Audience: All stakeholders	
Policy created:	September 2020
Next review date:	July 2021
Person responsible:	Nikita Silvester-Grant
Approved by:	Chair of Governors
Version number:	1

Contents:

1. Introduction
2. Curriculum
3. Remote Education Offer
4. Digital Learning Platforms
5. Remote Education Plan
6. Children with Special Educational Needs and Disabilities
7. Online Safety

1. Introduction

From 22nd October 2020, the Government have mandated in law that all children who are required to self-isolate must be offered remote learning opportunities. Where a class, group or small number of pupils need to self-isolate, or there is a local/national lockdown requiring pupils to remain at home, we will offer immediate remote education. The online remote education will be available throughout the academic year, as an extension of your child's learning from within the classroom. This can be accessed at any time, and will be updated daily/weekly (where appropriate). We will continue to improve the quality of our existing remote education offer and implement the policy as detailed here. No one expects parents to act as teachers, or to provide the activities and feedback that a school would. Parents and carers should do their best to help children and support their learning while dealing with other demands.

2. Curriculum

At Springhill Academy we have developed the Concentric Curriculum to best support the pupil' learning and engagement. Whilst we endeavour to maintain the same high level of provision, we are aware that we cannot directly replicate with remote education. In this policy you will find details of how this will be delivered through remote education.

3. Remote Education Offer

We will:

- Provide a well-sequenced curriculum of learning to facilitate National Curriculum objectives that allows access to high-quality offline teaching resources.
- Provide a consistent approach to Seesaw & Tapestry (Nursery & Reception) in order to support pupil/parent interaction, assessment, feedback and learning.
- Ensure staff are sufficiently trained to order to effectively support remote learning.
- Provide printed resources, or workbooks for those who cannot access remote learning.
- Ensure that children in Nursery & Reception have similar opportunities provided to them to continue to deliver a broad and ambitious curriculum. This will include supporting parents/carers through Tapestry to promote learning activities.
- Recognise that some pupils with SEND may not be able to access remote education without adult support, and will provide a personalised curriculum working with parents/carers to deliver this.
- Set activities sequenced within their adventure (Core & Foundation subjects) that are meaningful and ambitious, facilitating learners within basic, advancing and mastery cognitive domains.
- Set activities sequenced within Maths that are meaningful and ambitious, facilitating learners within basic, advancing and mastery cognitive domains.
- Teach and plan a highly effective curriculum so that knowledge and skills are built incrementally
- Provide clarity with:
 - What is intended to be taught and practised within each session
 - Clear explanations of new content
- Deliver learning by a member of teaching staff or through well-chosen high-quality curriculum resources, weblinks and videos.
- Use monitoring, assessment and feedback to assess progress within the curriculum, using questions, quizzes, assessments and tasks.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, including regular contact with teaching staff.
- Enable teachers to personalise learning as appropriate. Modify questions, activities, assessments or revising material where necessary to secure understanding.
- Ensure learning provided is timely, suitable, and of adequate length and quantity to support pupils age, stage and development.

In order to provide remote education as detailed above, there are a number of digital learning platforms that we will utilise alongside printed learning and workbooks (for those children without adequate access).

4. Digital Learning Platforms

Many of the digital learning platforms can be accessed via an App. These can be found on a smart device/iPad/iPhone in your App or Play Store.

Seesaw

Seesaw is an online learning portfolio which is used in school by teachers to evidence, document and assess pupils' learning and progress. It is now a main form of delivering homework so that children grow familiar with this system. Children can access learning and share their understanding in text, video, voice comments and pictures. Each child has their own log in to enable access to the relevant resources and contact with their teacher. ***In the event of a whole 'bubble' closure or a local and/or national lockdown this will be there portal by which all teaching and learning will be delivered to children.***

Tapestry (Nursery & Reception)

Tapestry is an online learning journal that is used in Nursery & Reception. Teachers and parents can easily record and view learning outcomes that have been taught and measure the depth of understanding individuals and groups of children have reached.

Microsoft Teams

Microsoft Teams is a form of communication developed by Microsoft Teams offers a workspace, chat, video conferencing and storage. Each child has their own personal log on to enable access to their relevant classroom and resources.

We will only use Microsoft Teams in the result of a whole 'bubble' closure or a local and/or national lockdown which results in full or part closure of school. This will be used so that a member of teaching staff can communicate 'live' with their whole class as a form of a weekly check-in. More information is available here: <https://support.microsoft.com/en-us/office/video-what-is-microsoft-teams-422bf3aa-9ae8-46f1-83a2-e65720e1a34d>

Oak National Academy

Oak National Academy is an online classroom made by teachers. There are nearly 10,000 lessons and resources stored that cover a wide range of subjects, from Early Years Foundation Stage to Year 6 and beyond. In the classrooms, each lesson is 1 hour long. They're delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. It's all easy to use, there's no login or password, you can access the lessons on any device, and pupils only need materials they can find at home. FAQs for parents can be found here: <https://support.thenational.academy/en/collections/2342140-faqs-for-parents>

Times Tables Rock Stars <https://trockstars.com/>

In either paper form or online, Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. The children at Springhill all have their own log ins for this and are capable of using this platform well.

5. Remote Education Plan

What you can expect from Springhill Academy:

- Access to Seesaw, Tapestry & Microsoft Teams for your child/children (logins and passwords)
- A Seesaw & Microsoft Teams 'how to'
- Paper based learning opportunities where necessary, but this will be avoided if possible
- A device (laptop/ tablet) for pupils who qualify for loaned use
- Contact from a member of the Senior Leadership Team if necessary

What you can expect from Teaching and Learning Staff (from Nursery to Year 6):

- A weekly range of learning opportunities which match the school based learning as closely as possible (although this may not always be possible)
- Within each session:
 - The subject
 - Learning objective
 - Teaching and learning resources including videos that can be used if relevant
- Opportunities for weekly class Teams meetings (in the event of a national lockdown)
- Regular contact with the class teacher remotely (in the event of a national lockdown)

- Pre-recorded lessons (in the event of a national lockdown)
- Personalised learning for any children who are supported through an EHCP or those with a highly personalised curriculum
- Regular assessment and feedback on completed learning

What we expect from our pupils:

- To access remote education as regularly as possible and to work as hard as they can
- Follow the Acceptable User Policy for ICT
- Record responses on Seesaw and/ or Tapestry
- Work independently where possible
- Contact their teaching and learning staff via Seesaw for support and guidance

What we expect from parents/carers:

- Encouragement to learn
- Monitoring of digital learning and online platforms to ensure appropriate use
- Support and guidance for your child if needed
- Ensure that the child has a suitably quiet place to work and concentrate on their learning
- Ensure that children are appropriately dressed for learning and no other family members are displayed on the screen

6. Children with Special Educational Needs and Disabilities (SEND)

Effective communication channels are important to support pupils with special educational needs and disabilities (SEND). Many educational platforms that are commonly used include a wide range of free accessibility features. For example, voice-to-text and text-to-speech conversion, or different viewing formats to support pupils with dyslexia and other special educational needs. We acknowledge that not all children will be able to access remote education in the same way.

Oak National Academy provides specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. For children who receive a highly personalised curriculum or are supported through an Education, Health and Care Plan (EHCP), we will endeavour to continue this level of provision throughout the period of lockdown or isolation. At times, and in relation to individual targets, this may not be possible. We will map the provision as close to what the child normally receives in order to provide consistency and support accessibility.

7. Online Safety

We advise the following steps are taken by both children and adults to ensure acceptable use of ICT

- Understanding that ICT systems are used in a responsible way, to ensure that there is no risk to their safety or to the safety and security of the ICT systems and other users.
- Usernames and passwords are not to be shared with others online, or outside of the family.
- Not to disclose or share personal information about themselves or others when on-line.
- Not arrange to meet people offline.
- To immediately report/tell an adult if any unpleasant/inappropriate materials/messages or anything that makes them feel uncomfortable when online.
- Platforms are for educational use and should not be used for personal or recreational use
- All users must be polite and responsible when communicating with others: not using strong, aggressive or inappropriate language and appreciating that others may have different opinions.
- Not to take or distribute images of/to anyone.
- To understand that they are responsible for their actions, both in and out of school.

More information about staying safe can be found here: <https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely#heading-top>

Parents can also use these resources to keep children safe online:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online

- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online service