



# Remote Education Guidance

Created: Nov 2020

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## Aims

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who aren't in school through the use of remote learning resources.
- Provide clear expectations to members of the school community with regards to delivery of remote learning.
- Safeguarding of children who are not in school.

## Who is this guidance applicable to?

Remote learning will be shared with families only when they are absent due to pandemic related reasons.

- It does not apply to individual cases. It will apply to groups or whole classes who can not attend school due to pandemic.

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

Please go to <https://www.st-peters-school.org.uk/class-info/> to find activities and ideas you can do with your child in the short term.

Your class teacher might also send home some work to complete.

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## Home and School Partnership

St Peter's is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

The class teacher(s) will set work.

- There will be enough work to cover a normal week of learning.
  - It will usually be set on a daily basis, but some tasks will be set to be completed over the whole week.
  - It will cover the full spectrum of our normal curriculum.
- Assignments that are set will include a mix of:
  - written tasks,
  - audio presentations,
  - filmed sessions,
  - live lessons.
- Teachers in Nursery and Reception will be setting work through Tapestry.
- Teachers in Years 1-6 will be setting work on Google Classroom.

- Pupils who do not have access to computers will be provided with a Chromebook.
- Pupils who don't have access to the internet or issues using a Chromebook will receive printed work instead.
- There will be enough work to cover at least 3 hours of learning.

The class teacher or classroom assistant will provide the usual level of assessment and feedback that pupils would expect from them in normal circumstances. This will be electronically or live.

- Teachers check that work is finished.
  - If pupils are not completing work (and clicking on the work to 'submit' it), parents can expect a phone call to find out what is happening. Teachers will try to resolve any issues, including speaking to the pupil if necessary about engagement and motivation.
  - Following this conversation, if pupils are still not completing work, this will be escalated to the line manager for immediate attention.

### Staff illness

We will endeavour to provide remote learning under most circumstances. However, in the event of significant staff illness, the quality and quantity of remote learning might suffer.

### Communicating with teachers

We will do our best to read and respond to emails/messages during normal school hours. However, please do not expect a reply outside of normal school hours - we will respond on the next working day.

- *Some of our staff are parents too and may also be homeschooling their own children. We understand how tricky it can be to balance work commitments with supporting learning. The reality is that sometimes we cannot respond immediately.*

If you have an urgent matter that needs an immediate answer please phone the school on 01395 443167 to speak to Mr Hitchcock or Mr Lee.

### SEND pupils

The SENDCo will ensure that, as far as possible, teachers will plan for EHCP pupils to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.

### Content and Tools

Resources to deliver this Remote Education Plan may include:

- Online tools for EYFS, KS1 & KS2 (Tapestry, Google classroom, Zoom)
- Phone calls home
- Printed learning packs as required
- Physical materials such as story books and writing tools as required
- Use of BBC Bitesize, Oak Academy and other online resources that the school normally uses.

## Top tips for parents

A helpful guide for independent learning is here -

<https://www.st-peters-school.org.uk/news/helping-your-child-to-become-an-independent-learner/>

Tips from our specialist well-being leader is here -

<https://www.st-peters-school.org.uk/news/mrs-cawtheras-tips/>

- Getting into and **keeping a routine** is paramount. Children love knowing what is going to happen.
  - Getting dressed in the morning and sticking to a timetable really works.
- If you have more than one child, **stagger** start times and resources.

- Reading, exercise and paper based work are good ‘holding’ activities.
- Give loads **more praise** than criticism.
  - Children are way more compliant and enthusiastic with small but regular amounts of praise.
- If they are really struggling, **take it in turns** to have a go.
  - By doing a small bit for them, it helps them to get going.
- Have regular **breaks**.
  - As a rule of thumb, they won’t be able to work for longer than the reading expectation for their age i.e. 5 mins for Reception, up to 35 mins for year 6.
  - Build in fun things they like to do.
- Distinguish between them struggling to learn and them not putting in the right amount of **effort**.
  - There should be a simple consequence for not making an effort. Make it small, but something they like e.g. loss of screen time.
- **Don’t just do home learning**.
  - Find something they enjoy doing and do it together.
- Please also encourage your child to use **proper English** and especially **punctuation** when writing messages to us or when writing pieces on the computer.

### **Preschoolers (adapted from BBC Bitesize)**

One thing to remember is that pre-schoolers don’t need to do lots of what you might think of as schoolwork at home. Our Early Years team will always say that getting dressed and undressed and using the toilet independently are key skills which can be encouraged at home. The simple things can be really helpful, too: getting familiar with numbers, letters and sounds, singing nursery rhymes, reading stories, and just doing things with your children like baking, getting out in the garden if you have one and simply chatting with them. Parents often underestimate the value of talking with their children, and that’s something that preschool children who are at home might get a lot more of.

### **Parents having difficulties with their children**

Let us know if you are struggling with anything as we can support you or your child in lots of different ways. If you need any resources - including printing or library books - please do let us know.

We have an Emotional Well-being Specialist teacher, who can assist with any issues.

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## **Safeguarding**

### **Staying safe online and appropriate use of ICT by pupils**

Children are at much greater risk during times when online use increases, such as a pandemic. The school will endeavour to ensure school staff are well trained, and parents are well informed through regular updates on the school newsletter.

#### **Tips for parents**

Please supervise pupils at all times. *Remember, you wouldn’t let them go to an unfamiliar place in real life on their own. The same applies online.*

The risk are:

- Content - *age-inappropriate or unreliable content can be available to children*
- Contact - *children can be contacted by bullies or people who groom or seek to abuse them*
- Conduct - *children may be at risk because of their own behaviour, for example, by sharing too much information, or being unkind and disrespectful to others.*

**Each of these risks is prevalent in most games pupils will play.**

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

## **Designated Safeguarding Lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy, Remote Learning Annex.

At St Peter's, we identify vulnerable families that need to be contacted at least once a week, and in some cases more often. If we do not hear from these families, a Senior Leader will make a house visit. Any further concerns will be escalated to the Police.

For our most vulnerable families, a Designated Safeguarding Officer will make contact each week.