



**ST. PETER'S  
PRIMARY  
SCHOOL**  
EVERYONE COUNTS

## **ST PETER'S PRIMARY SCHOOL**

### **REMOTE LEARNING INFORMATION DOCUMENT**

#### **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 Lead Trustee with responsibility for Remote Learning is Rachel Evans. Support has been provided by the Trust through a Trust-wide digital inclusion survey.

#### **The remote curriculum: what is taught to pupils at home**

Pupils are taught their usual school curriculum, including PE, art, foundation subjects and outdoor challenges; lessons may be introduced with a prerecorded video supported by accompanying activities which may be presented as PowerPoints or in written form.

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

If either a whole group or an individual child is sent home due to Covid-19 then they will revert to remote learning immediately. The remote learning will be led as outlined below.

#### **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?**

*St Peter's Primary School aims to continue to provide an ambitious and broad curriculum in all subjects. Remote education, where needed, is of a high quality and aligns as closely as possible with in-school provision and is targeted to the needs of the individual child. We use the term 'blended learning' to reflect that the strategies, resources and technology deployed when learning remotely, are being used in the classroom to enhance and supplement our current teaching and learning offer. Interactions online will be combined with our traditional teaching classroom-based methods.*

## 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:

The learning platforms which are used at St Peter's are Google Classroom and Seesaw. There will be a Google Meet each day where the children have contact with their teacher and classmates. English and maths lessons will be prerecorded in order that parents and children have access to the lesson throughout their and at their convenience (many families have more than one child at home and parents who are working from home). Learning is provided for a whole day although the minimum expectation is English, maths and the GoogleMeet. We are encouraging families to have screen free sessions and to learn and develop new skills e.g. baking, sewing, board games, being more active etc.	
<b>EYFS</b>	Children in Reception use Seesaw only.
<b>Key Stages 1 and 2</b>	<p>Children in Years 1-6 are set up on Google Classroom and Seesaw. Children are taught in a variety of ways using both platforms.:</p> <ul style="list-style-type: none"><li>● Daily Google Meets which offer an opportunity for teacher/pupil interaction and also peer to peer interaction. The format of these may vary from year to year, but may include story times, reading, games, assembly/discussions, live teaching</li><li>● Daily videos introducing the day's learning</li><li>● Pre-recorded lessons which can be watched at a time that is convenient for the child. These are usually be recorded by the child's teacher (or year group partner)</li><li>● There may be links to videos from external sources eg Oak National Academy; Joe Wicks &amp; Get Epic</li><li>● Work is set and allocated to children in their Google Classroom or on Seesaw</li><li>● Pupils upload work which is commented on by staff and feedback given. This may be photographs of work completed.</li><li>● Not all learning is screen based and practical tasks may also be set involving building things, cooking &amp; sports challenges</li><li>● Hard copies of all work set is also available for pupils upon request and in the case of some children with SEND, personalised packs are provided</li></ul>

## Accessing remote education

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

- Google Classrom
- You Tube
- SeeSaw

***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:

- As of 18.1.2021 28 DfE laptops have been handed out to those who are potentially digitally excluded. We also have vodaphone data should any families need it.
- Paper copies of all work set is also available for pupils upon request and in the case of some children with SEND, personalised packs are provided

**How will my child be taught remotely?**

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

Remote teaching approaches include:

- live teaching (online lessons)
- recorded teaching (Video/audio recordings made by teachers, Oak National Academy lessons)
- printed paper packs produced by teachers (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 sent directly to families
- Get Epic and Oxford Owls online reading library

**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?***

- In the event that a whole bubble is isolating, children will be provided with a live meeting with their teacher and classmates daily; recorded lessons in English and maths plus links to PE and art activities as well as topic and PSHE lessons. The expectation is that at least all the English and maths work is completed daily plus attendance at the GoogleMeet or smaller. In some cases, paper copies of work are provided and collected or posted weekly so that the class teacher can assess the learning and progress.
- If an individual is isolating then work will be set by one of our part time teachers, which will link to work in class. Children are expected to complete at least the maths and English work set.
- In the event that a bubble is isolating and the class teacher is unwell, then the year group partner will lead the remote learning and the expectation will be as above.

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

Teachers track pupils by monitoring pupil engagement and work submission, which is recorded on a whole school document. Where there are concerns, parents/carers are contacted and support offered.

Senior leaders will also contact families to offer support/suggestions

## **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:

- Each piece of submitted work is viewed and includes diagnostic marking where necessary.
- The GoogleMeet is occasionally used for whole class feedback.
- Quizzes and live questions are used for assessment
- When paper copies are returned they are marked.

## **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:

- Families of children who need additional support are provided with differentiated work – in the form of paper copies of work or work to be accessed remotely.
- Families are contacted regularly by the SEND team to offer support
- Children who are considered vulnerable are invited into school

## **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?

***Our remote learning offer for individual children who are isolating due to Covid-19 is led by one of our part time teachers. If a whole bubble is isolating then the class teacher will revert to remote learning and Google Classroom. Children are given access to Google Classroom pages specifically for children isolating in a specific year group. One of our part time teachers provides work for the children to complete at home and then communicates findings with the class teacher.***