



Saint George's
Church of England School

Remote Learning Policy (Primary)

March 2024

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Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers with children at Saint George's Primary Phase, about what to expect from remote education where national or local restrictions require entire cohorts 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

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.

Children may initially bring home printed work to complete but our online platform 'Google Classrooms' (Years 1 to 5) and 'Tapestry' (EYFS) enables us to have tasks set quickly for remote learning. The remote learning will then follow the expectations set out in this document.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, subjects such as PE, Music, Art and Design Technology may be adapted in order for all pupils to access the learning with limited resources at home. In these subjects, we may well direct pupils towards appropriate online resources or provide them with learning ideas that can be achieved in the home setting.

Teachers will use a variety of familiar applications to keep pupils engaged. A mix of practical lessons will be delivered including Forest School, to ensure pupil's engagement remains high.





We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- EYFS/Key Stage 1: 3 hours a day on average.
- Key Stage 2: 4 hours a day on average.

We aim for our remote education to be equivalent in length to the core teaching pupils would receive in school. Again, this will include recorded teaching, online activities, written, audio or videoed instructions and time for pupils to complete tasks and assignments independently.

At Saint George's Primary Phase, we provide our online learning using the remote classroom platforms Tapestry and Google Classrooms. These platforms allow teachers to use creativity in their lessons, children are more engaged in the interactive tasks and both teachers and pupils can record video and audio clips. The ease of feedback between pupil and teacher means that understanding can be assessed, concerns or problems answered and quickly resolved and the crucial link between teacher and class maintained.

Online Access

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:

- Through consultation with the school, parents can request to borrow laptops for their children.
- Regular contact with families, by both the office team and class teachers, means that issues with accessing online learning will be identified and support given promptly.
- Pupils who do not have access to online learning are able to collect printed materials directly from the school. These pupils can submit printed work via the school office.



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Teaching Approaches

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

A timetable is made available to parents to show how our full curriculum will be covered during the period of remote learning. Our lessons will be planned and provided using Tapestry and Google Classrooms and there may be lessons which also link to external websites.

Examples of our remote teaching includes:

- Lessons set using the platform Seesaw which will include video/audio recordings made by teachers.
- Links to frequently used websites and apps that support learning in school, for example;
 - Spelling Shed
 - White Rose
 - Phonics Play
 - Little Wandle
 - BBC bitesize
 - Cosmic Yoga
 - Scratch
 - Teach Computing
- Some long-term project work and/or internet research activities where appropriate.

All our remote learning and timetables will also be made available under the Class Pages section of the school website.



Parental Support

In order for Remote Learning to work effectively, parents should provide:

- A quiet area to work and any necessary equipment including, where possible, a device with internet access. (Please contact the school via the office should you need help with this).
- A structured day, with routines, and high expectations balanced with learning breaks.
- Help and support for your child to access online tasks and games.
- Positive encouragement to engage.
- Feedback in the appropriate form to the class teacher.

Staff at Saint George's Primary Phase will ensure the following:

- Teachers will monitor work submitted on Tapestry and Google Classrooms daily and respond with meaningful comments.
- They will respond to concerns raised by individual parents in a timely manner.
- Class tracking systems will be kept in order to monitor pupil engagement in tasks and the frequency of this.
- Where there is the concern of lack of engagement from individual pupils, the class teacher will contact home initially to ask if further support is needed. This may then be followed up by the office team. If necessary, telephone contact will be made on a regular basis.

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:

- Teachers will use ongoing assessment through marking of tasks and targeted questioning.
- Teachers will continue to track progress using our assessment tool.

Disadvantaged Pupils

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:

- Our SENDCo, DSL and class teachers will keep in regular contact with families considered to be vulnerable or with specific SEN needs.
- Some pupils with special educational needs and disabilities (SEND) will be invited to attend school during a time of lockdown/school closure, under the keyworker/vulnerable pupil provision (those pupils with an EHCP).
- Teachers are required to differentiate work where necessary in order that it be accessed by all pupils, regardless of need.
- Class teachers will refer to individual provision maps to ensure pupils with specific SEN are continuing to work on the targets set for them.
- Parents can contact teachers directly and confidentially for advice and support, using the staff email addresses.
- A mixture of audio, video and typed instructions will be used for tasks, taking account of the different needs of pupils within a class.



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Self-Isolation

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 any child is not in school because they are self-isolating, their remote education will differ from the approaches described above.

- Individual pupils who are self-isolating will be set daily learning in line with what is being taught in class, via Tapestry and Google Classrooms.
- Arrangements will also be made to send home reading books and other resources that may be required during this isolation period.
- Feedback will continue to be provided by the class teacher remotely, however, it may be less regular due to the teaching commitments of the staff in school.
- The school will remain in regular contact with parents of the pupil isolating and parents may also contact the school if they need support.
- Where a pupil is unwell, home learning will be adapted and if needed paused until the pupil is well enough to return.