



**St Barnabas and St Philip's CE Primary School**

**Remote Learning Policy**

<b>Date</b>	January 2023
<b>Date for Review</b>	January 2024
<b>Approved by</b>	Full Governing Board

## **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 if 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**


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.

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

Work and communications will either be a link to a live session , or the lesson resources with instructions of what to do.

Your first check should always be on  [Google Classroom](#). If you can't log on to  [Google Classroom](#). The work that your child is given is suited to their age, interests and ability. If you are having trouble logging in, email [admin@sbsp.rbkc.sch.uk](mailto:admin@sbsp.rbkc.sch.uk)

Make sure you follow the teacher's instructions, particularly where you have been asked to send work back to them. This allows them to see how you are doing and provide you with help and advice.

If you are in need of extra help, contact your teachers directly through  [Google Classroom](#). If you need any other help or advice, contact our school [admin@sbsp.rbkc.sch.uk](mailto:admin@sbsp.rbkc.sch.uk)

### **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?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Therefore, it is expected your child follows their school timetable for each day of lessons.

**Collective Worship** will continue on a daily basis and will be mostly recorded. Andy and Pippa will continue to send his Thursday Collective Worship that will be uploaded for each class to interact with.

However, we have needed to make some adaptations in some subjects. Please see below for the details:

**Writing** – From Year 2 – 6 - This will be covered by Jane Considine’s Live Sessions, so will differ from the planned books. The children will follow the same lesson structure – just using a different text. In Year 1 the same curriculum will be taught, as at school.

**Reading** –In Years 1 and 2, the curriculum will differ, with children being offered opportunities to read books from Oxford Owl, and take part in short comprehension sessions. In Years 3-6 the same curriculum will be taught as at school. From Reception – Year 2, story time will continue to run. In Years 3 – 6, the class novel will be read every day

**Phonics** – The same curriculum will be taught, children will be assigned their groups on Google Classroom and access the Ruth Miskin sessions.

**Maths** - Though we use White Rose Maths Approach, there will be occasions where teachers use The Oak National Academy to support the teaching of maths.

**Science** - Same curriculum but without the usual practical work. This has been replaced with animations/videos etc. Where possible, practical work will be suggested and instructions to do this at home given.

**Art and DT** - Will not be the planned curriculum as we acknowledge resourcing will be a challenge at home. Teachers are finding creative ways to incorporate art lessons online and through set projects (e.g. junk modelling).

**Music – Guitar, trumpet and clarinet** provision will continue from the Tri-Borough Service via recorded lessons. Music lessons continue being recorded by our music teacher Ms Sato.

**PE** - This will be taught through Joe Wicks Online sessions, so will differ from the planned objectives set in our curriculum.

**Computing**- Will be set through Purple Mash.

## **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:

We expect that remote education (this includes remote teaching, either live or through interactive PowerPoints and pupils completing work independently) to take broadly 3 hours for KS1 pupils and 4 hours for KS2 pupils each day.

Each lesson should be around 40 minutes’ worth of activities.

## **Accessing remote education**

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

Your child will mainly need their  [Google Classroom](#) login.

They may also be asked to use other platforms such as Oak National Academy. Further links can be found on our website.

### **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:

Parents and Carers can contact the school if a child does not have access to a Chromebook/computer/laptop and/or the internet. The school will do all it can to support children and will provide paper packs of learning. Where funding can be accessed, remote devices (eg, Chromebooks) and/or 4G connections will be sought, particularly for disadvantaged children. Parents will be reminded to make the school aware of any barriers to accessing remote learning. Paper copies will still be available.

Our Assistant Headteacher for Inclusion, Ms Papalouka, will ensure that SEND pupils needing printed materials receive them; pupils can return work to the main reception in school periodically to allow teachers to give feedback on their work.

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

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

- Live sessions via  Google Meet
- Recorded interactive PowerPoint
- Oak National Academy lessons
- Activities to complete using online platforms such as Oxford Owl, The Spelling Shed and Reading Eggs
- Online worksheets/ assignments to complete and upload

## **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 expect pupils to get started with work at 9.00am and follow their usual school timetable.

Parents should check the quality of the work their child is producing. We suggest if possible, parents engage with children at lunch and end of the day to see the work they have done.

If asked by teachers, work is to be submitted for marking/checking through Google Classroom. If your child has not attended lessons or has not be submitting work, you/they will be contacted by the teacher.

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

We have asked teachers to monitor the engagement of pupils through the below methods:

- Attendance of pupils at live sessions on  Google Meet
- Setting quizzes which shows teachers your child's performance
- Checking if pupils are submitting work on Google Classroom

If your child misses more than two lessons in row, the teacher will contact you. If there are still ongoing concerns after this point, your head of school will make contact. If this continues, Mrs Jamil, the executive headteacher, will visit you at home to find solutions and ways forward.

### **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. Our approach to feedback back on pupil work is as follows:

- Whole-class feedback during live sessions. This could be done through questioning or self-marked activities.
- Whole-class feedback by providing example answers.
- Quizzes marked automatically via digital platforms

A combination of these approaches should be appearing in every lesson.

### **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.

Therefore, we will make contact on a weekly basis via phone or email to check on how your child is coping whilst learning from home.

Any concerns picked up during a conversation will be passed on to the school Senco.

### **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?**

There may be fewer interactive and narrated resources due to the teacher being in school teaching.