

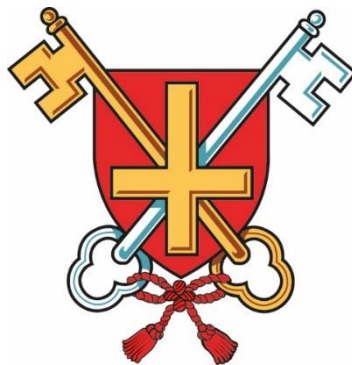
Bright Beginnings – Faith for the Future

“Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble” 1 Peter 3:8

St Peter's London Docks

Church of England

Primary School



Remote Teaching and Learning Policy

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1. Vision Statement

As a Church of England School we seek to provide a Christian education for the children of the parish of St. Peter's London Docks and for those who elect to come to our school. Children are presented with the teachings of the Christian faith as the revelation of God's truth and are encouraged to grow in that faith, respecting the beliefs and cultures of others.

Education is seen as being concerned with excellence in learning and for the spiritual and social growth of children, developing the individual potential of each child to the fullest.

2. St Peter's LIGHT Values

Love 	Inspiration 	Grace 	Hope 	Truth 
Goodness Joy Friendship Collaboration Service Self-discipline Thankfulness	Faith Belief Reverence Creativity Courage Encouragement Ambition	Kindness Forgiveness Peace Humility Compassion Consideration Politeness	Resilience Patience Confidence Perseverance Enthusiasm Faithfulness Diligence	Respect Honesty Justice Stewardship Wisdom Trustworthiness Peacemaker

3. School Philosophy

St Peter's London Docks is committed to providing an environment which encourages all children to maximise their potential. All children have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children and offers enriched opportunities that foster curiosity and excitement.

St Peter's has always valued the home/school relationship believing that by working together we can have the best possible outcomes for the children. Our strategy for remote learning continues this.

The purpose of this policy is to provide a framework for the effective use of remote teaching and learning during a school closure. It also covers the ongoing education of classes or pupils who cannot be in school but are able to continue with their education when the school remains open.

4. Our aims for remote learning:

- To provide a progressive curriculum which ensures high levels of attainment
- To ensure regular opportunities for pupil achievement, including all groups

- To ensure that all young people in our school feel valued and respected
- To provide support and connection to the school for all children and families

We aim to fulfil the DFE guidance to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and sequenced curriculum
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos from high quality providers
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a program that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers (equivalent of three hours for primary aged children)

5. Remote Learning at St Peters

During the event of complete or partial school closure, teachers will be responsible for setting work through our online portal – Google Classrooms. Each child has their own individual login for Google Classroom and will be enrolled into a class alongside their usual cohort and class staff.

The table below sets out the content of our remote learning approach in line with the age and stage of our children. For children in our Early Years Foundation Stage, we know that learning happens best through play, where they can pursue their own interests and where they can explore, create and think critically. During remote learning, EYFS teachers will provide, via Google Classrooms, a mixture of short, online lessons plus ideas for practical and creative activities that children and parents can engage with at home.

EYFS	Keystage 1	Keystage 2
Daily lessons include: • Reading/Phonics • Math • Ideas for Creative Play	Daily lessons include • Math • Literacy • Reading/ Phonics • Creative topic – covering a range of curriculum areas such as Art, DT, Science, History, Geography, Drama and Music Children are also encouraged to login to Reading Eggs daily.	Daily lessons include • Math • Literacy • Reading and comprehension • Creative topic – covering a range of curriculum areas such as Art, DT, Science, History, Geography, Drama and Music Children are also encouraged to login to EPIC! Reading or Reading Eggspress daily.

	Afternoon topic lessons are designed to be completed away from the screen to prevent screen fatigue.	Afternoon topic lessons are designed to be completed away from the screen to prevent screen fatigue.
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The format of these lessons and activities included will vary and could include:

- PowerPoint and Google Slides presentations
- Worksheets – for online completion or to be viewed and completed on paper
- Google forms
- Quizzes
- Video explanations – either recorded by the class teacher or through providers such as Oak National Academy or White Rose Math
- Online learning games
- Written instructions for tasks
- PDF booklets

For a number of children, for a variety of reasons, it will be necessary for work to be delivered and completed through paper packs. The school will continue to provide paper packs for those families and children who need them. It is important that parents regularly collect the paper packs from the school office and keep in email or phone communication with class teachers to provide feedback on learning.

6. Feedback and Communication

Completed work can be submitted back to teachers in the first instance via Google Classrooms or, in the event that this is not an option, by email. The type of feedback offered to children will vary by age and the task supplied. EYFS staff will make comments on submitted work and photos where appropriate. In Keystage 1 and 2, feedback may be provided to individual children or the whole class dependent on the task and the outcomes. It may be more appropriate to cover work with a whole class plenary than give individual feedback. For quizzes, comprehensions and worksheets, answers may be provided with the expectation that children self-mark. Some forms and quizzes are self-marking with feedback being delivered instantly and results sent to teachers.

7. Engagement and Attendance

To ensure that all children are given a balanced and complete curriculum, it is important that school staff can measure engagement and attendance in remote learning. Each day, at 9am, a comments-based register will go live on Google Classroom. Children are expected to say hello between 9-9.30, (unless agreed otherwise with the school and parents), to mark their attendance in remote learning for the day. Staff will also monitor work that is uploaded by the children. Non-attendance in remote learning will be followed up by a phone call from the class team.

For the children working on paper packs, they can be collected from the office. All work is to be completed and returned to the office weekly. Class teachers will ensure the work is marked and the next pack prepared for collection.

8. Resources and Strategies to Deliver St Peter's Remote Education Plan

- Online tools for all year groups through Google Classroom
- Use of Recorded video for Start Day information and instructional videos
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Phone call tuition

9. Home and School Partnership

St Peter's London Docks School 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.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

10. Roles and responsibilities

Teachers

St Peter's School will provide a refresher training session and induction for new staff on how to use Google Classroom.

When providing remote learning, teachers and/or support staff must be available to respond to pupils throughout the school day

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for

1.) Setting work: Teachers' will:

- Set work for the pupils in their classes to provide new learning as well as reinforcement and consolidation of prior learning

- Provide a balance of online learning which can be completed on a device or on paper away from a screen
- Offer learning which is inclusive, and upholds, respect, fairness and equality
- Ensure that cyber resilience and internet safety is central to all digital technology
- Prepare packs for children who require paper copies and organise for their collection and marking
- Provide appropriate and meaningful feedback on completed work
- Provide support and guidance for pupils to enable them to engage in the schools' homes and blended learning approach – this may take the form of written comments, top tips or a one to one chat where appropriate
- Monitor attendance and learning of all pupils
- Line manage support staff to support the running of Google Classroom

2.) Keeping in touch with pupils who are learning at home and their parents:

- If there is a concern around the level of engagement from a pupil/s, parents should be contacted via phone to obtain whether school intervention can assist engagement
- Parents have access to the class teacher through their school email, the admin email and via phone to the school office
- Any complaints or concerns shared by parents or pupils should be reported to the Phase Leader. All safeguarding concerns, should be referred immediately to the DSL
- CPOMS is available for staff to log concerns and information
- The whole school Well-Being Tracker is saved on the shared drive. Class teams are responsible for keeping it updated. SLT will review the spreadsheet.

Teaching Assistants

Teaching assistants must be available each day during their usual contractual hours, usually 8.30am-3.30pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, teaching assistant musts complete tasks as directed by the class teacher, Senco or member of SLT.

This may include

- Suggesting resources for Google Classroom
- Responding/marking children's work
- Phoning home to check on well-being, learning and attendance
- Providing phone tutoring to individual children to support their learning

- Record messages or story reading to be uploaded to Google Classroom

Senior Leadership Team

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement (through Google Classrooms and Well-Being spreadsheet)
- Monitoring the effectiveness of remote learning - using remote line management meetings via Zoom
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Being mindful of staff workload and providing support as needed

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. The DSL and/or Deputy DSL are in school daily and available for staff to discuss any issues or concerns. The school safeguarding policy and procedures are fully in place.

IT Support

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices
- Organizing the distribution of resources to support remote learning

The SENCO

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IEP's
- Identifying the level of support
- Overseeing the Key Skills and Take 5 Google Classrooms
- Providing CPD for the support staff, as appropriate

The SBM

- Ensuring value for money when arranging the procurement of equipment or technology
- Ensuring that the school has adequate insurance to cover all remote working arrangements
- Managing the FSM voucher system

Pupils and Parents

The role of the pupils:

- To follow the school LIGHT values whilst working remotely and show respect in relation to the rights of others
- To attempt all tasks set for them, work hard and produce their “best” work
- To contribute their views during direct and remote learning and respond to teacher feedback
- To engage in learning through Google Classroom and/or via paperwork packs
- To let an adult know if they need any extra help

The role of parents:

- To support the school values
- To encourage and support their child to complete the work
- To ensure that children are engaging with remote learning daily
- Make the school aware if their child is sick or otherwise can't complete work
- To communicate with the class teacher if there are any issues, questions or concerns

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education is remaining as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Monitoring staff well-being and workload during delivery of remote learning
- Ensuring all safeguarding procedures are fully in place and monitored

APPENDIX 1 - Top Tips for Home Learning

Top Tips for Home Learning

Supporting your children with home learning can be a daunting prospect for many parents. This is especially true for those working from home or supporting more than one child at a time. With that in mind we have put together these top tips for home learning.

1. **Establish a clear routine** – Children (and adults!) work best with a clear routine. Whether it is as simple as getting up and dressed, eating breakfast and settling down to learn, a simple routine will help children to understand that learning at home is part of the pattern of their day. Your routine may differ from others, no two households will look the same but a simple routine will help motivate and set expectations.
2. **Little and often is the key** – Children learn best in short bursts. Teachers will naturally pace their lessons with short breaks for partner talk, physical tasks and activities. It is important to space learning into manageable chunks to make the most of children's short bursts of concentration.
3. **Build time for other things into your day** - Children may spend 6 hours a day at school but this is not 6 hours of concentrated learning time! Times are challenging for all of us, not least children, and a child's physical and mental wellbeing is as vitally important to look after as their learning. Building in time for cooking, daily exercise, puzzles or reading for pleasure is a great way to break up learning into manageable periods and help with any difficulties with focus or screen fatigue children might experience.
4. **Don't try to replace the teacher** - The vast majority of parents embarking on supporting home learning during national restrictions will not be trained teachers. Luckily, no one is expecting you to be! It's OK to tell your child if you're unsure of a topic or skill they are learning. In fact, it can be a really powerful and rewarding experience to approach the learning of something new to you both together. Learning alongside them can be really encouraging for a child – getting frustrated that you don't know all the answers is not good for either of you. Helping rather than teaching can be a fantastic tool.
5. **Don't stress with comparisons** – The world is full of children working from home at the moment. Tales of home schooling are everywhere. It is really important to remember that all children, homes and family situations are unique. Teachers would never expect two children to react to their learning in the same way and this shouldn't change with home learning. Celebrate the achievements of your child and their own individual success and achievements – these will look very different depending on the child.
6. **Recognise their effort and stay positive** - We've heard the word 'unprecedented' enough times now – we know we're living through unusual times and challenges that none of us expected to face. Keep your child's motivation up by keeping positive and encouraging their efforts. And if they have a tough day when it's not going to plan... that's fine, start afresh tomorrow.