

ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Headteacher: Mr Jon Jeffries



Remote Learning Policy September 2025

This policy was agreed by Governors on:

Date:.....Sept '25.....

To be reviewed:.....Sept '27.....

Chair of Governors:.....Anne Armitage.....

Headteacher:Jon Jeffries.....

Unlocking minds that learn, hearts that love, faith that gives.

Everyone at St. Peter's is encouraged to embrace life with the boldness and hope of Peter, who stepped out of the boat, walked on water and achieved the impossible. Through Christian worship, values and love, helping hands are offered to support every member of our community to reach their potential.

We use our vision and values in our approach to remote learning to ensure our children have access to the same high standards of education at home as in school.



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Context

The purpose of this document is to ensure that a rigorous curriculum will be in place quickly in the event of partial or complete shutdown of the school. This document will comprise an outline of expectations for staff and parents in order to ensure there is a strong contingency plan in place for remote education provision that is consistent across the school.

Our Aims

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. We have considered staff and parent feedback from the first school closure to ensure our future plans for remote learning are well-informed and take into account statutory guidance from the DfE. Please be aware that this guidance may be subject to change at any time to adapt to the circumstances and needs of the school, children and staff.

We aim to:

- Ensure parity between the curriculum that is accessed remotely and taught in the classroom
- Ensure consistency in the remote teaching accessed, in line with DfE guidance, for all pupils across the school
- Set out clear expectations for all members of the school community with regard to remote learning
- Continue to ensure that every child receives the best education we can provide them

We fully understand and appreciate that parents will have a variety of commitments and time pressures throughout the day, therefore we are offering a blended approach to minimise parental support required and maximise the children's learning and enjoyment. We will keep our approach under review and adapt where necessary.

Principles of our Remote Teaching

| | |
|------------------------------------|---|
| Lessons will be clear | Direct instruction with simple, clear language Achievable chunks |
| Lesson will be engaging and varied | A blend of warmth and kindness with an engaging tone Use real things that children will have at home Use of different approaches to keep engagement and enthusiasm high |
| Lessons will be consistent | Structure remote lessons in a similar way to in-school lessons Use of resources and imagery that the children are familiar with |
| Lessons will be modelled | Stepped explanations to support and scaffold tasks Set standards of what excellence looks like |
| Meaningful feedback provided | A blend of written/1:1/group and whole class feedback Feedback moves pupils forward |
| Engagement tracked and monitored | Teachers will track engagement and call home to support where necessary School will actively seek and act on feedback |

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Provision

In the event of whole Class (bubble) or School Shutdown, we will:

Reception/Nursery

We deliver remote education for pupils in Reception using Tapestry. Please submit your child's achievements for the teacher to comment upon. Next steps will be noted through this.

| Provision | Impact for children |
|--|---|
| Story read to the class by teacher on tapestry or class page | Children can see/hear their teacher and keep to a routine |
| Writing tasks based on the story | Daily letter formation and sentence development is crucial in development |
| Maths activity | Practical maths tasks so learning is in context Number lines and numbers in home packs |
| Phonics video showing how to say and write new sounds accompanied with an action | New sound a week modelled correctly by the teacher |
| Reading Books sent home – these can be changed Oxford Owl and Phonics Play links provided for extra activities | Daily reading is essential to understand and pick-up new language |
| Handwriting – 1 letter a day | Handwriting sheet in home packs shows correct letter formation |
| Additional activities e.g. forest school/arts/crafts linked to topic | Full curriculum to maximise experiences through the day |
| 1:1 support from teachers/TA where possible/needed | Where children need extra support, we will endeavour to provide short 1:1 sessions |

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KS1/2

All learning for years 1- 6 can be accessed by logging into Google Classroom. All children have their own personal logins.

If you require any help/support with logins, please email the office at: office.3651@st-peters.oxon.sch.uk

We understand that children may be disappointed by not being able to attend school. However, teachers will endeavour to keep a class atmosphere via Google Classroom so that they feel connected with one another.

| Provision | Impact for children | Problems it solves | | | | | | | | | | | | |
|--|---|--|-------|------------|------|------------|-------|-----------------|-------|-------------|------|----------------|--|--|
| The usual timetable will be followed as much as is practicably possible | Children will access the whole curriculum | Any narrowing of the curriculum would adversely impact the children's enjoyment and learning experiences | | | | | | | | | | | | |
| Google Meets | Catch up with teacher/TA to address issues | Any questions about the day's work can be asked and answered | | | | | | | | | | | | |
| Mixture of live Meets (which will be recorded) and pre-recorded lessons | Children can watch when they can and can rewind/watch again for clarification | Parents with more than 1 child in the house/ have a lack of quiet space can watch when able to Possible poor internet connection means the session isn't lost Children/parents who need to learn out of school hours can access learning when right for them | | | | | | | | | | | | |
| All work is acknowledged Moving on comments will be a blend of written feedback, whole class and additional Meets with small groups | Children get timely feedback and issues can be addressed on an individual basis | This mimics the live marking/misconceptions/moving on that would happen in class | | | | | | | | | | | | |
| Teacher/TA supported small groups/ 1:1 | Guided groups to support individual learning | Extra support for children and should reduce need for parental input | | | | | | | | | | | | |
| Lessons will be differentiated three ways using Bloom's Taxonomy | Children access the learning that is appropriate for them | There is no one-size-fits-all. Learning will continue to follow our curriculum and be meaningful/highly purposeful while they are at home | | | | | | | | | | | | |
| Independent learning using the 5Bs and 4Rs | Children need to be encouraged to be as independent at home as they are at school | We are aiming for home learning not home schooling. Home learning means the teachers set work which the children should be able to do with minimal support. We are not expecting you to teach your children (obviously the younger children may need more help - especially navigating screens etc to begin with) | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>5Bs</th> <th>5Rs</th> </tr> </thead> <tbody> <tr> <td>Brain</td> <td>Resilience</td> </tr> <tr> <td>Book</td> <td>Reflection</td> </tr> <tr> <td>Board</td> <td>Resourcefulness</td> </tr> <tr> <td>Buddy</td> <td>Reciprocity</td> </tr> <tr> <td>Boss</td> <td>Responsibility</td> </tr> </tbody> </table> | 5Bs | 5Rs | Brain | Resilience | Book | Reflection | Board | Resourcefulness | Buddy | Reciprocity | Boss | Responsibility | | |
| 5Bs | 5Rs | | | | | | | | | | | | | |
| Brain | Resilience | | | | | | | | | | | | | |
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| Boss | Responsibility | | | | | | | | | | | | | |

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Remote Learning Expectations

- We expect all pupils that are not attending school to engage fully with their remote education, as education is not optional
- Children will be set the same amount of core teaching work they would normally be set in the classroom; the expectation is for this to be completed to a high standard. Teachers and TAs will work with small groups to help them complete their tasks
- Children should work towards being as independent as possible following the 5B and 5R principles as they do in class (see table above)
- PE based activity to be completed at least once per week using 'real PE' as directed by the teacher

Teachers will contact the parents of any child who has not been engaging with the work and establish a plan to overcome barriers.

Additional Support for Pupils with Particular Needs

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. At St Peter's CE Primary School we are offering children with SEND:

- Work differentiated accordingly and additional support given to these pupils
- Targeted small group interventions with support staff
- Support packs given where appropriate
- Regular check-ins with members of staff that the children know
- Scaffolds and visual prompts to aid their learning

If your child needs adjustments to the curriculum being provided and you have not yet been contacted by the school, please email your child's class teacher in the first instance via the office email to request a telephone/video call.

Remote Education for Self-isolating Pupils

The main difference between when the whole class is isolating compared to when one child/a small group are isolating is the impact it has on teacher workload. This means that teachers will not be able to provide the same number of instructional teaching videos when they still have a class to teach. However, teachers will strive to provide the same education for those isolating at home which follows the school's curriculum. They will use external resources to some degree including Oak Academy and White Rose Maths.

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Safeguarding Pupils Online

Safeguarding is a priority. To ensure the safety of pupils and staff, Google Classroom live sessions will be recorded and stored in school. A 'Code of Conduct' (Appendix 1) is discussed with children regularly and any incidents are reported to the headteacher. Please refer to our Safeguarding and e-safety policies on our website:

<https://www.st-petersoxon.co.uk/policies/>

These resources will support parents and carers to keep their children safe online:

- [support for parents and carers to keep children safe online](#), which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- guidance on [staying safe online](#) which includes information on security and privacy settings
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

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Google Classrooms/Meet

Code of Conduct

- Be in an appropriate room and wear appropriate clothing
- Make sure your family knows you are using this – you will have a regular time each day
- Chats are only to be organised by a teacher
- Your teacher will be the last person to leave the Google Meet. Do not attempt to re-enter once you have left
- If you want to chat with friends, please ask your parents to organise this privately and not through the school's Google Classrooms/Meet/ Chat functions
- The sessions will be recorded in case there is any issue and your teacher will remind you of this at the start of every session
- Any videos your teacher records for you are for your own personal use and are not to be shared at all