



St James' C of E Junior School, Whitehaven

Remote Curriculum Policy during School Closure

March 2025

'With exploring minds, and faith; we grow and learn together'

'Your word is a lamp to my feet, a light to my path' ~ Psalm 119: v105

Our vision is to ensure children enjoy learning and, with exploring minds, are actively engaged in their studies. At St James' our curriculum will provide them with skills, knowledge and personal characteristics that enable them to make the most of their lives and take the opportunities they encounter. This approach is mirrored by the staff who reflect and adapt in order to develop their practice as the dedicated professionals that they are. In this way we grow and learn together as we follow the St James Way: Be Kind, Be Respectful and to always Give Your All.

From the foundation offered by our infant counterparts, where they: 'teach the children to choose the right path', Proverbs 22:6. Our vision is to follow on that journey. We teach that the Lord's word is a lamp to their feet, a light to such path. ~ Psalm 119: v105. This Christian vision is underpinned by our teaching of the Christian faith and our school values of: Peace, Compassion, Friendship, Forgiveness, Thankfulness and Endurance.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government;
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, e.g. pupils with an infectious illness.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

Reference throughout has been made to the [DfE: Providing remote education - guidance for schools](#).

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?

Daily Tasks

- 1 x English task
- 1 x Maths Task
- Engagement on home learning platforms such as Spelling Shed, Timestable Rockstars and 20 minutes of daily reading (recorded in school reading diary and signed by parents)

Weekly Tasks

- A task, activity or research task based on their chosen humanity and science topic for the half term.
- A set of spellings to learn and be tested on weekly
- A short RE task
- Additional PE activities during periods of lengthy school closure.

All work will be sent via a combination of ClassDojo and/or email

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. However, we have needed to make some adaptations in some subjects. For example, we would look to follow our current schemes such as White Rose Maths scheme, Grammarsaurus English planning, Kapow Geography, CUSP History and Science with PowerPoint materials offered to guide the students in their work. We will modify expectations and aim to use ClassDojo platforms to record the children's work which may look differently to their usual school written work.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently:

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| Key Stage 2 | 4 hours a day (All of our children sit within this Key Stage) |
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Accessing remote education

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

Classdojo will be used to share expectations and timetabling and used to share links to videos/powerpoints and for children to record their work.

Written books and stationery will be provided to evidence work if ClassDojo is inaccessible to some/all students

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:

- School will issue or lend laptops or tablets to pupils, we ask that you contact school and sign the user agreement. These can be collected from school or dropped off at home during any future lengthy school closure.
- School may also be able to issue or lend devices that enable an internet connection (for example, routers or dongles). Please contact school for details.
- Additional, age-relevant printed materials can be collected from school if pupils do not have online access
- Samples of reading books from our school library will be made available during lockdowns
- Pupils are able to submit work to teachers via ClassDojo for marking. If students do not have online access we will offer a drop-off system for written work to be marked and returned.

How will my child be taught remotely?

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

- live teaching (online lessons 1 x per day)
- recorded teaching and electronically uploaded lessons to ClassDojo (Maths & English daily and wider curriculum weekly)
- printed paper packs produced by teachers
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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?

- Expectation is for all pupils' to engage with remote education
- Further parental support in setting routines, supporting children's learning and emotional demands of remote learning will be provided on the remote learning page of our school website.

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

- There will be daily registers and checks for engagement.
- Where engagement is a concern, school will contact families to try and identify issues with an aim that solutions can be found.

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:

- Work will be marked daily
- A combination of written, verbal and video-recorded feedback will be offered for all submitted work.
- Paper based work will be marked once dropped off ready for collection in the next allocated collection time.
- Feedback should be reflective to the size of the project.

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:

- Daily workshops will be provided for any students/families who are stuck
- Alternative activities will be used for children who are consistently struggling
- Expectations will be modified under agreement of family and senior leaders
- Additional pastoral support offered by ELSA staff
- A communal feel will be encouraged with daily registers, help workshops, celebration assemblies, sharing of other children's works and videos during future lengthy school closure.

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?

When individuals are isolating but the remaining students continue with face-to-face teaching, age-related work packs will be provided to complete and return for marking.