

Being different, belonging together in the family of God



St Mary and St Joseph's RC Primary School – Remote Learning Policy

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. It must be noted that the work children engage in during a period of closure or isolation will be part of our current planning and so cannot be considered as optional. This is our children's education and we cannot afford for them to miss out on any further learning time.

This plan has been written to ensure that learning for all pupils is continued at home, irrespective of lockdown and self-isolation.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus;
4. A member of staff is not attending school due to self-isolation, but is otherwise fit and healthy and able to continue to support with the teaching, marking and planning for pupils.

The aim of this plan is to:

- Set out expectations and arrangements for staff when using online learning platforms;
- Establish an effective whole school approach to uploading and responding to pupils on a class and individual basis;
- Ensure children have opportunities to continue their learning journey from home through a range of activities which they can respond to in a variety of ways.

Software and online platforms

Class Dojo will be the main hub for all remote learning interactions. All timetables and session activities will be uploaded onto the Class Dojo pupil portfolio platform. Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by White Rose Maths and Steps to Write. Times Tables Rock Stars, Purple Mash, BBC Bitesize, Oxford Owl, Oaks Academy and Mathletics will also be utilised and the children are familiar with using these in school. In preparation for home-learning, parents and children will receive log in and passwords for these platforms.

Class Dojo will remain the main communication between home and school. Teachers and parents will be able to message one another to share information and offer support. The Class Story page will offer the chance for teachers to share news and celebrate work and maintain our school community. The children will present their work using their Portfolio and teachers will provide feedback. Use of Class Dojo will be in-line with the Class Dojo Policy.

Microsoft Teams

In the event of a full school closure or lockdown period where a limited number of pupils are in school we will begin to use Microsoft teams to provide a more interactive online learning experience via video conferencing. Guidance will be provided to staff, parents and pupils to ensure that these sessions are accessible, safe and enjoyable and conducive to a successful and high-quality learning experience.

Practical Resources

If a child is isolated from school e.g. the child is sent home from school to either receive a test of self-isolate as someone in the household is being tested, they will leave school with a work book, any relevant worksheets, library books and stationary where required. Children will have immediate opportunity to continue their learning.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that the engagement in home learning is compulsory, as is the expectation that St Mary and St Joseph's RC Primary School makes the provision available and accessible to all. We understand that everyone's circumstances at home will be different, and because of this should approach home learning in a way which suits their individual needs. We also realise that the circumstances that causes a child to be absent will affect families in a number of ways. Due to this we are providing a flexible approach to remote learning which offers our pupils a variety of daily activities across the curriculum which they can complete both online and offline.

Engaging home learning

As a school we understand the importance and benefits of engaging parents in children's learning. The evidence supports this view, with parental engagement consistently being associated with academic success. With this in mind, our school has looked towards the research of the EEF to target our efforts towards approaches most likely to have a positive impact, especially when considering how to support our vulnerable and disadvantaged pupils. Therefore, when setting home learning we will consider the following principles as advocated by the EEF –

- Take a flexible approach that can be adapted to a broad range of socio-economic, home and family circumstances.
- Ensure that our online environment is positive and welcoming for both pupils and parents.
- Use written communication which can be easily read and understood
- Offer parents support that is practical, focusing on clear guidance that they can act on.

- Where possible provide simple, practical instruction via the video link or orally.
- Suggest simplified learning goals for each assignment that parents can be aware of and use to keep their child on track.
- Limit the number of clicks/steps required for children/parents to access the work set.
- Use EAL accessible resources, activities that require less resources and be aware of the needs of the families supporting children with SEND.
- Repeat the message that there is no expectation for parents/carers to act as teachers. If parents support as much as is possible and support their child to engage with their work and provide them the space to complete it, they are doing a great job.
- Opportunities for children to follow their own interest's such as learning a new skill, or discovering more about the world around us
- Provide a suggested routine to stick to which includes regular sleep and meal times, opportunities for exercise and fresh air and time for doing fun and enjoyable activities.

(Appendix 1 EEF Home Learning Planning Framework)

Delivery of remote learning

A child is self-isolating

- Teachers will post a 10 day timetable of activities at the start of isolation on to the child's Class Dojo Portfolio
- Lessons should capitalise on the home environment, reduce screen time and include physical activity.
- There will be daily Maths and English sessions via the White Rose and Read to Write. Links to each day's sessions will be provided.
- There will be a daily activity covering another non-core curriculum area. These will link to the current Cornerstones topic. Modelling or supportive materials may be included to reinforce learning and all links to such materials will be included for easy access.
- There will be a balance of all non-core subjects throughout the 10 day period.
- Miss Boyle will provide a weekly P.E activity, however physical exercise must be encouraged as part of a daily routine
- As, in this instance, the class teacher will continue to be working in school though out the day as usual, class TAs will support the teacher in monitoring any work which has been submitted on a daily basis and providing any additional support where required. Teaching staff will use the pupil portfolios to comment on pupils' work.
- Where a child who is self-isolating is not engaging with home learning, despite contact with parents via Class Dojo from the teacher, it will become the responsibility of the SLT to contact parents and either resolve any issues or offer support and guidance.

A class bubble is self -isolating

- The teacher (if well) will set lessons daily via the Class Dojo portfolio.
- Maths lessons will continue to follow the White Rose sequence of lessons. Teachers can supplement this by adding videos to model key learning. Additional maths learning opportunities will also be set via Times Tables Rock Stars and Mathletics.

- English lessons will be planned by teachers and follow up current learning within the Read to Write unit. Lessons with a specific focus in S.P.A.G may be supplemented with sessions from The Oaks Academy or any other learning platform.
- In Key Stage One daily phonics sessions will be planned and may be supplemented with Oxford Owl, Phonics Play or RWI resources.
- For non-core subjects, activities will be set by the class teacher with a brief introduction, video or voice message. Lessons will link with the Cornerstones curriculum and throughout the isolation there will be a balance subjects set.
- Pupils should be given a variety of methods to submit their work e.g. video, photograph, drawing, oral presentation.

Receiving feedback on learning

- Teachers will track individual pupil progress to ensure participation and if any children are struggling or non-participatory. Understanding should always be given to different family circumstances.
- Teachers should monitor the morale of their class and the workload of pupils carefully. They have the ability to make good decisions for the well-being of the children in their class.
- By the end of the week feedback should be given to every child on each piece of work they have uploaded. This can be a comment or simply a thumbs up.
- Teachers are expected to work within the school hours of 9:00 – 3:30pm. Response to children and families should only be sent within these hours. Work requiring further attention will be sent back as a draft and there will be an expectation to pupils to act upon feedback.
- Teachers review any misconceptions and provide any children requiring additional support with feedback in a variety of ways through individual portfolios

Staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms of COVID. In the event of self-isolation staff are required to:

- Follow normal reporting procedure for planned absence.
- Get tested and the result of the test shared with SLT as soon as possible so that appropriate plans can be made.
- If able to do so, continue to work from home supporting learning provision for their year group, or undertaking a task set by the SLT in line with the school's current development plan.

Remote Learning Lead Responsibility

- Contact individual pupils/class bubble at the start of isolation period to share school home learning expectations, recommended timetable and supportive material for parents and carers.
- Should monitor a sample of activities and comments from each class weekly.
- If a teacher is self-isolating and unwell the remote learning lead will set appropriate activities to individuals/ class bubbles who are self-isolating.

Safeguarding

With the increased use of digital technologies that comes with remote learning, safeguarding implications need to be carefully considered.

Parents are advised to spend some time speaking with their child/ren about online safety and reminding them of the importance of reporting to an adult anything that makes them uncomfortable online. Parents may be signposted to the Online Safety section of our school website which contains links to websites offering useful support.

As a school we will ensure -

- Due consideration should be put in by staff before sharing photographs or video as to whether there are any issues regarding reputation, professional conduct, online safety or any other safeguarding.
- We strongly recommend that staff avoid using personal devices and should only use school provided equipment
- Any concerns of safeguarding nature should be dealt with by following the safeguarding policy and reported to a DSL
- If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular 'safe and well' checks via a phone call from the DSL and record on CPOMS.
- Any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. See our policies.
- Communication between staff and families must be through the authorised school systems and not through e mail or personal social media accounts. It should follow the usual rules outlined in the Online Safety and Acceptable Use Agreement

Absence & Work Completion

Attendance and completion will be recorded for each lesson by the teacher. If concerns are identified, we will make contact with families where absence from remote learning is evident to offer support.

Alternative Methods of Delivery

As a school, we will strive to ensure that all of our pupils are able to access Remote Learning through providing devices where appropriate and workbooks or similar work to be completed at home.

Parents should make the school aware if they are unable, or unwilling, to support Remote Learning. Materials will be organised and, when notified, parents can collect them from the school.

Remote Learning Expectations

Delivery of lessons

In as far as possible we will attempt to replicate the timetable that students follow throughout the course of a normal day. We are mindful of the challenge of online learning and that some subjects lend themselves better than others to remote learning. Teachers will continue to aim a balanced curriculum which builds on knowledge and skills and pupils are able to progress through the curriculum.

A variety of delivery methods will be used by the teacher dependent on their plans:

- Recorded lessons (teacher narrated PowerPoint / Whiteboard or similar) using Class Dojo
- Live lessons through Microsoft Teams
- Online learning materials (BBC Bitesize, Oak National Academy or similar)
 - Printed packs and activities set on Class Dojo

When providing remote learning teachers are expected to:

- Provide minimum of 3 hours learning a day for Key Stage 1 (with less for younger children)
- Provide a minimum of 4 hours learning a day for Key Stage 2
- Ensure that they have access to a suitable device, all key resources and passwords internet connection and appropriate space to deliver online learning
- Conduct all live lessons in line with normal professional conduct (dress code adhered to, appropriate location, use of video/ microphone used with consideration of safeguarding).

- Be available from 9:00am – 3:00pm to provide support and guidance using the Class Dojo.
- Ensure sufficient break times and lunch times are provided
- Remind pupils about online safety.
- Direct pupils as to how they expect work to be submitted for each piece of work (this could be via video, photograph, recording through individual Class Dojo pupils portfolios)
- Provide lessons that follow the usual curriculum plan for that subject/year to allow students to progress through the curriculum
- Ensure lessons are either recorded or materials available on the class page after the lesson for reference or catch-up in the case of absence
- Lesson time may be used for independent assessments to support teacher judgements on progress and attainment
- Provide feedback in a variety of ways and that which links to our school marking policy.
- Any behaviour issues should be dealt with in accordance with our school behavior policy and concerns passed on to SLT/ logged on to CPoms.
- Monitor attendance and participation in lessons and keep a record for monitoring by SLT
- Where pupil participation with home learning is a cause for concern teachers will contact parents via email or telephone to discuss how they can offer support (always use Block Caller ID, access personal information from home using shared drive DO NOT take personal information home. Ensure that this is professional and be supportive)
- Following initial discussion with parents, if home learning participation remains a concern report this to a member of SLT
- Where a staff member is absent report absence in usual way and we will endeavour to set non-interactive work, we will notify students and parents
- Teachers are not required to respond to messages from parents or pupils outside of normal working hours
- Where live lessons are being recorded ensure safeguarding is in place (e.g. remind those on school list to turn off camera)
- Any complaints or concerns should be dealt with in an appropriate manner and where required passed on to the SLT/ or logged on CPoms

Designated Safeguarding Leader Expectations

This section of the policy will be enacted in conjunction with the school Safeguarding policy.

Throughout the remote learning period the DSL will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Daily/weekly checks with identified vulnerable children and families
- Liaising with staff to identify any concerns and follow up phone calls home.
- Liaising and supporting SENDCO with EHCP children.

- Ensuring that Child Protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternative arrangements for pupils at high risk, where required.

SLT and Remote Learning Leader Expectations

It is the role of senior leaders to ensure that the Remote Learning which is provided by our school meets the expectations as set in our policy. Senior leaders are expected to:

- Co-ordinate the remote learning approach across school
- Help pupils overcome barriers to digital access (providing devices, SIM cards-within our limited availability)
- Ensure staff have access to a suitable device in school, or at home
- Monitor the security of remote learning systems, including data protection and safeguarding considerations
- Monitor the effectiveness of remote learning approach across school.
- Consider whether and how any aspects of the subject curriculum need to change to accommodate remote learning
- Work alongside teachers to ensure that their home learning is set appropriately and consistently
- Quality assurance of work set, online lessons and independent learning tasks
- Ensure teachers are kept up to date with all Government and DfE guidance in relation to remote learning.
- Signpost teachers to resources which can be used to support their remote learning.
- Continue with staff meetings to provide feedback and support and share information regarding their remote learning.
- Inform Governors of the school approach to providing remote learning to ensure that learning remains as high quality as possible
- Signpost parents to appropriate guidance to support their child in staying safe online
- Arrange any additional training staff may require to support pupils during the period of remote learning

SEND Expectations

This section of the policy will be enacted in conjunction with the school SEND policy.

The SENDCO is responsible for:

- Ensuring those pupils entitled to FSM are identified and supported accordingly.
- Where children would normally receive additional support from SEND agencies, the SENDCO will contact parents and offer support and guidance.

- The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate them accordingly.
- Those with IDL log in to take this home to complete sessions at home.
- The SENDCO will make regular contact with those children who are self-isolating to offer support were necessary.
- Ensure that pupils with EHC plans continue to have their needs met.
- Ensure that the provision provided for SEND is monitored for effectiveness throughout the remote learning period.

Arrangements for children with a social worker or vulnerabilities

- Social workers will be informed of bubble closures or self-isolation of children that they are currently working with.
- The parents of children with a social worker will be contacted, at least once a week, by a DSL – the frequency of this will be decided by the DSL and social worker depending on the circumstances

Parental concerns can be raised with the SENDCO via office@smsjrc.blackburn.sch.uk

Lesson Behaviour and Conduct Expectations for pupils and parents

Staff can expect pupils learning remotely to:

- Pupils should be available throughout the day and ask for support from their class teacher if they need it
 - Pupils are expected to have their camera (if present) OFF unless otherwise requested by the teacher
 - Pupils are expected to have their microphone MUTED unless otherwise requested by the teacher
 - Pupils should be in a common area (not their bedroom) in their home where they have a level of supervision from a parent
 - Pupils should participate appropriately. Inappropriate behaviour will result in the student being removed from the lesson, their behaviour reported to SLT
 - Pupils must use appropriate language – this includes others in their household
 - Pupils must use the necessary equipment and computer programs as intended
 - Pupils must not record, store, or distribute audio material without permission
 - Pupils should always remain aware that they can be heard
 - Pupils should submit work within set deadlines, late work will be subject to delays in feedback
 - Pupils should try and ensure they have a stable connection to avoid disruption to lessons
 - Parents should support their child in being ready and available to learn at the designated times understanding that staff availability is limited to the lesson time.

- Parents should endeavor to provide a quiet area for their child to work in a common area of the household.

- Children should keep their e mail and password private
- Children must not use any Microsoft account other than their own
- Microsoft accounts must not be used for anything other than lessons. Children must not set up any other groups outside of the classroom.
- Pupils and parents should report any concerns to their class teacher or Mrs Thomson
- If your child is unwell and unable to complete their remote learning please inform their class teacher

Data Protection Expectations

This section of the policy will be enacted in conjunction with the school Data protection policy.

When accessing personal data for remote learning purposes, all members of staff will:

- Make sure they know how they can access the data using the school server
- Know which devices they should use to access the data e.g. school provided I Pad or laptop.
- Staff members may need to collect or share personal data such as parent e mail or telephone numbers as part of remote learning. Staff are reminded to ensure all GDPR and online Safety guidance is followed as in the policy.
- Paper copies of contact details must not be taken off the premises.
- Any breach of confidentiality will be dealt with in accordance with our school policy
- Staff will take appropriate steps to ensure that their devices remain secure and password protected.

Governing Body

The Governing Body are responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

Links with other policies

This policy is linked to our:

- Behaviour Policy
- Safeguarding and child protection policy and coronavirus addendum

- Data protection policy
- Home school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Class Dojo policy
- Marking policy