Remote Learning Policy

We learn to love and love to learn with Jesus

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REMOTE LEARNING POLICY

This policy complies with the expectations and principles outlines in the Department for Education (DfE) document Guidance for Full Opening of Schools. It should be used by our school community in the event of individual isolation, partial or full closure and acts as guidance for staff, parents and pupils around expectations of remote learning.

1.   Our Mission Statement:
At Our Lady Catholic Primary school we inspire and nurture all our children to become aspirational, lifelong learners through an inclusive, ambitious and engaging curriculum.

2.   Aims:
Our aim is to offer high quality and broad remote learning opportunities with a mix of online and offline resources.

This Remote Education Policy aims to:
- Ensure consistency in the approach to remote learning for all pupils who are not in school due to COVID 19 related closure or absence through the use of quality online and offline resources;
- Provide clear expectations to members of the school community with regard to the delivery of high quality and interactive remote learning;
- Include the continuous delivery of the school curriculum and the support of the mental health and wellbeing of all children (recovery curriculum);
- Support children's motivation for learning;
- Provide parents with appropriate and available resources and tools so that they are better able to support their child's learning at home;
- Provide for the continued professional development needs of staff;
- Ensure ongoing effective communication between the school and families

A rapid evidence assessment was undertaken by the Education Endowment Foundation (EEF) with the aim of investigating methods that schools could use to support remote learning during school closures caused by the 2020 coronavirus pandemic (Covid-19).

The review sought to find the best evidence behind the wide array of approaches that schools might choose to use during the crisis.

The EEF found that:
- Teaching quality is more important than how lessons are delivered;
- Ensuring access to technology is key, particularly for disadvantaged pupils;
- Peer interactions can provide motivation and improve learning outcomes;
- Supporting pupils to work independently can improve learning outcomes;
- Different approaches to remote learning suit different tasks and types of content

3.   Who is this policy applicable to?

- A child (and siblings as applicable), who is self-isolating because of a positive Covid-19 test within the household;
- An entire hub that is not permitted to attend school because a child and/or member of staff has tested positive for Covid-19;
- A whole cohort that is self-isolating because of a coronavirus outbreak;
- Whole school closure due to local or national lockdown.

4.   Content and Tools to Deliver This Remote Education Plan:

Teachers will set appropriate work in line with our current school curriculum (which you can find on our school website). This work will be supplemented by a range of other resources. Teachers recognise that younger pupils and those with SEND may not be able to access remote education without adult support and so a range of activities will be offered and the remote learning curriculum will be age-appropriate.

Resources to deliver this Remote Education Plan include:
- Google Classroom;
- Use of recorded/live videos;
- Phone calls home;
- Printed learning packs;
- Physical materials, such as storybooks and writing tools;
- Use of BBC Bitesize, Oak Academy, White Rose maths and other resources.

5.   Curriculum Coverage:

This will vary according to the number of children and staff isolating and availability and wellbeing of teachers.

For all subjects, PowerPoints, games and/or videos will be uploaded onto Google Classroom and used to help 'teach' the learning objective. The children will then be provided with an activity to complete, ideally on a document that can be edited or one in which they can complete in a Home Learning Book.

English:
Phonics (Letters and Sounds):
Pupils in the EYFS and KS1 will have access to the 'Phonics Play' website, where they can play familiar games based on each individual phase of learning, to support progression.

Reading:
Pupils will be expected to continue to read each day and complete their reading records (if appropriate). Links to access online reading books will be uploaded onto Google Classroom (e.g. Oxford Owl). When children are reading a class novel and this links to their writing tasks, extracts of the text will be made available where possible. In KS2, a comprehension task with an objective taken from one of the content domains will be sent home each week.

Spellings:
Spellings will be taken from the 'Spelling Shed' and each week's spellings will be sent home online. We plan to set up the online version so that pupils will be able to access

their spellings for the week through the 'Spelling Shed' website. They may also be required to complete activities related to these.

Grammar:
Grammar lessons in line with the National Curriculum objectives (which will complement the class' writing focus) will also be available on Google Classroom.

Writing:
Although grammar and reading tasks will make up the majority of the English work, occasional writing tasks, with written instructions and specific success criteria, will be form part of the weekly activities on Google Classroom.

Mathematics:
A range of online resources, including from White Rose, Classroom Secrets and Oak Academy, will be provided to support the children's learning, as they are compatible with the Herts Essential Maths curriculum model that we use.

Times Table Rock Stars will also be used to support the acquisition and retention of times tables.

Religious Education:
RE will also be prioritised in our home learning offer as a core subject, with two hour long lessons provided each week. This will help the children to achieve the planned objectives of the topics that they are being taught from our RE curriculum. Some of this work will be Scripture based (as this year, the Catholic Bishops' Conference of England and Wales have placed a special focus on the Bible as part of 'The Year of the Word'). Therefore, many of the activities within our RE curriculum will explore and celebrate the Word of God through the Scriptures, share the Word with others and respond to the "God who speaks" in the way that we live.

Science, Computing, History/Geography, Art & Design/Design & Technology:
Science tasks and online resources, which will be linked to our curriculum, will be uploaded onto Google Classrooms. Foundation subject activities will also be provided to reflect our school's curriculum intent and aims.

Our online e-safety curriculum will be delivered through our PSHE lessons and supporting websites, such as the 'thinkuknow' resources and Cyberpass units on LGfL.

Music and French:
Online lesson activities in line with our school curriculum will be set by our specialist teachers. They will use fun, interactive websites such as BBC Primary Music Charnaga and Duo Lingo.

P.E.
Teachers will continue to plan opportunities for physical activity and movement breaks throughout the day in line with our usual daily routines at school. Links to 'Real PE' challenges will be shared. Links to 'Cosmic Yoga', 'Just Dance' videos and Joe Wicks' Lockdown fitness sessions will be uploaded onto Google Classroom.

6.   Assessment:

Pupils are expected to complete tasks set on Google Classroom and upload outcomes when requested so that appropriate feedback can be provided.

Teachers will be able to carry out formative assessments in line with our teaching and learning policy through pupil participation in an online platform. When appropriate, the teacher may share the answer sheet for pupils or their parents/carers to mark their work. Pupils may be asked to share their thoughts via Google Classroom or write a self-reflection of how they find the tasks so that the teacher is able to amend lessons accordingly.

Summative assessments of the units covered in-home learning will be carried out once the pupils are back at school when appropriate - as well as through our usual marking of the child's work.

Teachers will continue to give house points for exceptional work and effort in order to motivate and engage. Stars of the Week will also continue to be awarded to pupil each week.

7.   Roles and responsibilities:

7.1.   Class Teachers:

Our school will provide a refresher training session and induction for new staff on how to use Google Classroom.

When providing remote learning, teachers must be available between the hours of 8.30 am and 3.30 pm.

If teachers 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 reporting procedures. This may have an impact on the provision provided for a particular class or bubble in our school.

When providing remote learning, teachers are responsible for:

(i)   Setting work:
- Teachers will set work for the children in their class;
- Wherever possible, the work set should follow the usual timetable for the pupils/class had they been in school;
- Work will be set for the week and uploaded by 9am on Monday morning using Google Classroom;

(ii)   Providing feedback on work:
- Work completed should be uploaded to Google Classroom whenever possible;
- Priority on feeding back to children must be given to the core areas i.e: reading, writing and maths. Typically, tasks related to these subject areas should be completed in the morning;
- Feedback will be in the form of comments on Google Classroom;
- Feedback in other curriculum areas may also be given.

(iii)   Keeping in touch with pupils who are not in school (and their parents):
- If there is a concern around the level of engagement of a child, parents should be contacted via phone to assess whether school intervention can assist engagement;
- All parent/carer emails should come through the school office;
- Any complaints or concerns shared by parents or children must be reported to a member of the senior leadership team;
- Any safeguarding concerns must be referred immediately to the designated safeguarding lead (DSL);
- Any meetings with parents/carers should either take place over the telephone or via an online video platform.

7.2.   Teaching Assistants:
- Teaching assistants must be available during their contractual hours;
- 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 reporting procedures;
- During the school day, teaching assistants must complete tasks as directed by their line manager or a member of the SLT.

7.3.   Phase leaders and Senior Leadership Team (SLT):
Senior leaders are responsible for:
- Ensuring parents are notified of the reason for isolation and home learning expectations;
- Co-ordinating the remote learning approach across the school, including daily monitoring of levels of pupil engagement;
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing the work set or gathering feedback from children and parents;
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations;
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the SENCO and other organisations to make any alternate arrangements for pupils with EHC plans. There must be regular contact with the SENCO and class teacher;
- Identifying the level of support required for individual children with SEND.

7.4.   Designated Safeguarding Lead (DSL):
The DSL is responsible for:
- Managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy;
- Ensuring support is in place for children in vulnerable groups (e.g. online resources, regular contact and links with agencies).

7.5.   Pupils and Parents:
Staff can expect children learning remotely to:
- Complete work to the deadlines set by teachers;
- Seek help if they need it from school staff;
- Alert teachers if they are not able to complete work;

Staff can expect parents with children learning remotely to:
- Make the school aware if their child is sick or otherwise cannot complete work;
- Seek help from the school if they need it;
- Only use Google classroom for curriculum-related correspondence;
- Be respectful when making any complaints or raising concerns. These should be sent to the school office and not dealt with on Google classroom.

7.6.   *Governing Body:*
The Governing Body is responsible for:
- Monitoring the school's approach to providing remote learning to ensure that the quality of education remains as high quality as possible;
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

8.   Home and School Partnership:
Our Lady Catholic Primary school is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning may look different for different families in order to suit their individual needs.

Our school will provide a refresher online guidance and induction for parents on how to login and use Google Classroom.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We therefore strongly recommend that each 'school day' is well structured and that parents support their children, including finding an appropriate place for them to work and concentrate in.

Every effort will be made by school staff to ensure that work is set promptly. Should accessing work be an issue, parents must contact the school office and alternative solutions will be considered. These will be discussed on a case by case basis.

Our school Home School Agreement should be read and agreed by all parents, carers and children.

9.   E –Safety:
In school, we are able to restrict access to sites but, at home, pupils may be able to find material that is unsuitable. With increased usage and reliance on remote learning parents will be encouraged to read some of the safety tips for keeping our children safe whilst online.

10.   Links with other policies and development plans:
This policy is linked to other policies and procedures related to:
- Safeguarding policy
- Behaviour for Learning
- Child Protection Policy
- Data protection and privacy notices
- Online safety and acceptable use policies
- Home School Agreement
- Teaching and Learning policy
- Remote Learning Parent Information

11.   <u>Monitoring and Review:</u>

This policy is monitored and reviewed by the Headteacher and Governors of the school and will be updated termly. This policy will be reviewed in the April 2021.

Policy Originator	Richard Curry
Governor Responsible	Kelly Donkor
Status	Statutory
Last reviewed	8th December 2020
Ratified on	8th December 2020
Review period	Termly

Signed by Headteacher: _____ Date: _____

Signed by Chair of Governors _____ Date: _____