



# Remote Learning Protocol

*We learn to love and love to learn with Jesus*

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## REMOTE LEARNING PROTOCOL 2020/21

### 1. Aims

This protocol has been designed to support pupils and parents during a national lockdown, for an extended period of self-isolation and/or a class/school closure period to reduce the impact of loss on learning from school. In the event that your child needs to self-isolate or lessons are suspended for any period of time, we have established a rigorous home-learning protocol to enable children to continue their education away from the school site with appropriate support structures to ensure equity for all children.

#### **This protocol aims to set out:**

- Procedures and expectations for the wellbeing and safety of children and staff;
- Provide a framework for learning and associated resources to support children's learning;
- Ensures a consistent approach across all classes, with expectations for children, parents, and staff.

Should your child be subject to self-isolation or schools be forced to close or go through sustained periods of extended closure due to the virus all children will be provided with a range of learning resources.

Our school will support families to access these resources through a combination of online and website-based learning. We will provide a suggested structure for families to follow and there will be a degree of expectation by the government that families follow these suggestions. We will also ensure teachers are able to interact with children and families through Google Classroom.

Learning will often take the format of an 'explicit teaching' content block - with the teacher delivering a pre-recorded or live short learning input such as an introduction through an animated power point or video (around a maximum of 20 mins) with lots of opportunity for children to practise what they have learnt using both traditional methods and digital applications. Additionally, some learning materials (around 15-20 minutes) will be dedicated for practise on fluency and recall.

Some examples of the supplementary applications that may be used are shown below:

- Times Table Rock Stars;
- Spelling Shed;
- White Rose Maths.

It is important to remember that the school fully understands the challenges of remote learning whilst handling other work and family commitments. Our school will provide a range of learning materials for support whilst also responding to parents' enquiries. We recognise that some families will need long-term support to develop the capacity within their home for their children to access all the learning resources.

Each child from Y1-Y6 will be given a 'Home Learning Book'. The expectation is that they will complete all the set written work in this book with the same care that they use in their class books and bring the book to school when they return.



## 2. Structure of the School Day (KS1/KS2):

The intention of this policy is to provide guidance for parents to ensure children can experience a range of educational learning experiences. It is not designed to provide a replacement structure for formalised learning. However, routines and structures are important, and to that end, we have provided **an example of what an effective learning week might look like**. It is not a formalised structure for families to follow but it is recommended, and we do advise that you try to adhere to the schedule as much as possible.

Each lesson or project will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments with Google Classroom. Feedback will be given but may not always be instantaneous and may vary due to the nature of remote learning. Your child's teacher will send a timetable of activities or events for the week specific to your child, which may be different from their siblings attending the school.

A typical structure is shown on the next page.

### 3. An example of what the Home Learning experience might look like in KS2:

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.40 - 9.00	<b>Registration:</b> Children are to register their attendance online each morning using Google Classroom. If you are unable to be online at this time, please try to register at some point throughout the morning. Your class teacher will show you how to do this on Google Classroom.  The class teacher will upload a video link each Monday morning, which will explain the week's activities with the children.  Each day will also begin and end with a prayer.				
<b>Session 1:</b> 9.00 - 10.00	<b>English:</b> (including input by class teacher)	<b>English:</b> (including input by class teacher)	<b>English:</b> (including input by class teacher)	<b>English:</b> (including input by class teacher)	<b>English:</b> (including input by class teacher)
10-10.30 BREAK					
<b>Session 2:</b> 10.30 - 11.30	<b>Maths:</b> (including input by White Rose Maths)	<b>Maths:</b> (including input by White Rose Maths)	<b>Maths:</b> (including input by White Rose Maths)	<b>Maths:</b> (including input by White Rose Maths)	<b>Maths:</b> (including input by White Rose Maths)
<b>Session 3:</b> 11.30 - 12.30	<b>RE</b>	<b>Pupil Wellbeing (live lesson)</b>	<b>French</b>	<b>Science</b>	<b>History/ Geography</b>
12.30-1.30 LUNCH BREAK					
<b>Session 4:</b> 1.30 - 2.30	<b>PE</b>	<b>Art/ DT</b>	<b>RE</b>	<b>Science</b>	<b>PE</b>
<b>Session 5:</b> 2.30 - 3.00	<b>Reflection Time:</b> An opportunity to communicate with your class teacher and friends (via Google Classroom) to reflect on the day's learning, ask any questions and to catch up with your classmates. This will be essential for pupil wellbeing.  <b>Live Link:</b> There will be an opportunity to evaluate the week's learning in a live link with your class teacher and classmates. This will take place each Friday at 2.30pm on Google Classroom.				

#### Key Stage 2 (Years 3 to 6):

- Years 3-6 will be using Google Classroom as online learning platforms during any school closures;
- Every day, the class teacher will be assigning one English, one Maths and two other subjects to the year group via Google Classroom;
- Daily learning activities will be uploaded onto Google Classroom for children to access;
- Some lessons will contain instructions for the children to follow. For some of the activities, you will hear voice notes or video instructions from the class teacher. Some lessons will also be live and some will be pre-recorded;

- KS2 children will be using Google Classroom as a means to discuss learning misconceptions as well as asking any questions that they may have;
- Google Classroom enables teachers to give feedback to children on their learning throughout the day and children will be expected to share their learning on Google Classroom to allow the class teacher to do so;
- Teachers will be available to respond to any questions and provide ongoing feedback throughout the day between the hours of 9.00am and 3.30pm. Any communications from children and parents after this time may not be responded to until the next working day.
- Children will be expected to practice their spellings using 'Spelling Shed' and their multiplication tables by using 'Times Table Rock Stars';
- Any key supporting resources will be uploaded onto Google Classroom;
- Parents can contact the school office (on [admin@ourladys527.herts.sch.uk](mailto:admin@ourladys527.herts.sch.uk)) if there are any questions about the activities or issues with logging on.
- Parents are expected to fill in the daily attendance register with their child, which will be shared through Google Classroom.
- All procedures are fluid and will be evaluated and reviewed accordingly.

#### 4. An example of what the Home Learning experience might look like in KS1:

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.40 - 9.00	<b>Registration:</b> Children are to register their attendance online each morning using Google Classroom. If you are unable to be online at this time, please try to register at some point throughout the morning. Your class teacher will show you how to do this on Google Classroom.  The class teacher will upload a video link each Monday morning, which will explain the week's activities with the children.  Each day will also begin and end with a prayer.				
<b>Session 1:</b> 9.00 - 10.00	<b>Phonics/ English:</b> (including input by class teacher)	<b>Phonics/ English:</b> (including input by class teacher)	<b>Phonics/ English:</b> (including input by class teacher)	<b>Phonics/ English:</b> (including input by class teacher)	<b>Phonics/ English:</b> (including input by class teacher)
10-10.30 BREAK					
<b>Session 2:</b> 10.30 - 11.30	<b>Maths:</b> (including input by White Rose Maths)	<b>Maths:</b> (including input by White Rose Maths)	<b>Maths:</b> (including input by White Rose Maths)	<b>Maths:</b> (including input by White Rose Maths)	<b>Maths:</b> (including input by White Rose Maths)
<b>Session 3:</b> 11.30 - 12.30	<b>PE</b>	<b>Pupil Wellbeing (live lesson)</b>	<b>Reading Practice</b>	<b>PE</b>	<b>Reading Practice</b>
12.30-1.30 LUNCH BREAK					
<b>Session 4:</b> 1.30 - 2.30	<b>RE</b>	<b>Science</b>	<b>Art/DT</b>	<b>RE</b>	<b>History/ Geography</b>

<b>Session 5:</b> 2.30 - 3.00	<b>Reflection Time:</b> An opportunity to communicate with your class teacher and friends (via Google Classroom) to reflect on the day's learning, ask any questions and to catch up with your classmates. This will be essential for pupil wellbeing.  <b>Live Link:</b> There will be an opportunity to evaluate the week's learning in a live link with your class teacher and classmates. This will take place each Friday at 2.45pm on Google Classroom.
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**Key Stage 1 (Year 1 and 2):**

- Years 1 and 2 will be using Google Classroom as online learning platforms during any school closures;
- Every day, the class teacher will be assigning one English, one Maths and two other subjects to the year group via Google Classroom;
- Some lessons will contain instructions for the children to follow. For some of the activities, you will hear voice notes or video instructions from the class teacher. Some lessons will also be live and some will be pre-recorded;
- Children will be using Google Classroom as a means to discuss learning misconceptions as well as ask any questions children may have;
- Teachers will be available to respond to any questions and provide ongoing feedback throughout the day between the hours of 9.00am and 3.30pm. Any communications from children and parents after this time may not be responded to until the next working day.
- Any key supporting resources will be uploaded onto Google Classroom;
- Parents can contact the school office (on [admin@ourladys527.herts.sch.uk](mailto:admin@ourladys527.herts.sch.uk)) if there are any questions about the activities or issues with logging on.
- Parents are expected to fill in the daily attendance register with their child, which will be shared through Google Classroom.
- All procedures are fluid and will be evaluated and reviewed accordingly.

**5. What the Home Learning experience will look like in the Early Years:**

The Early Years Foundation Stage (EYFS) team will continue to use Tapestry to interact with parents and children, ensuring that there will be limited screen-time and as much practical activity opportunities as possible.

- There will be a daily morning welcome from the class teacher explaining what the children will be doing for the day. Following that videos will be posted onto Tapestry;
- The EYFS team will be uploading the children's work via Tapestry. This would include the following:
  - A storybook of the week, read every day to discuss characters and their feeling, plot developments and talking points for discussion.
  - One Literacy, one Maths and one RE activity to be completed by each child, each week.
  - Further play-based tasks/challenges for the children to choose from during their Child Initiated Learning;
  - A daily phonics sessions (which will be a video link);

- The story of the week will be uploaded every Monday and will be read by one of the EYFS team;
- Parents will also be able to ask questions using Tapestry.

The EYFS team would like parents/carers to upload their children's pictures/videos and/or work for each week by 3pm every Friday, so that they can provide written feedback. The team would like you to keep them as up-to-date as possible with your child's learning and wellbeing via the Tapestry portal. This will support the staff when planning for future activities.

The EYFS will also be delivering a 'live' session on Zoom for the Early Years every Friday from 10:30am to 11am to say see how all of the children are doing and to discuss the week's activities and achievements. Further details for how to login to this meeting will be sent in a separate communication from the EYFS team.

### 5. Collective Worship:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Gospel Assembly:</b>  This will be available on the school website, under the 'Catholic Life of the School.'	<b>Class Collective Worship:</b>  This will be shared by the class teacher.	<b>Wednesday Word:</b>  This will be available on the school website, under the 'Catholic Life of the School.'	<b>Class Collective Worship:</b>  This will be shared by the class teacher.	<b>Class Collective Worship:</b>  This will be shared by the class teacher.
<b>The class teacher will award a 'Star of the Week' for effort and engagement in home learning.</b>				

### 6. Roles and Responsibilities of Children:

Maintain your excellent progress at school by:

- Dedicating appropriate time to learning, your teacher will give you guidance to time expectations;
- Record your work with the same care to presentation as you would at school;
- Check Google Classroom or the school website to understand your teachers' expectations of what you are learning and what you need to do;
- When you are working at home make sure you choose a quiet space free from distractions (such as TV);
- Remember you should still do your own work! Parents/helpers can help but not do the work for you;
- Keep healthy habits and take breaks away from devices between scheduled lessons;



- No eating during lesson time. You may have a drink at the table;
- Make sure you are suitably dressed when working;
- Sit at a table or desk where possible.

## **7. Roles and Responsibilities of Parents/Carers:**

Support your child/ren in their learning by:

- Consider the age of your child- adjust home learning environment to suit their educational needs;
- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime);
- Engaging in conversations on posted materials, assignments;
- Respect that teachers will respond in a reasonable time frame but will not be instantly available;
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening);
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play;
- Monitor their access;
- Ensure they fully engage and follow expectations.

