



# Remote Learning Policy

## *(updated January 2021)*

### **School Mission Statement**

St. Michael & St. Martin school follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus, by:

- Learning our faith
- Living our faith
- Loving our faith

Thus the school recognises the dignity of every human person because s/he is a child of God, while fostering awareness of the world's poor. Equality of opportunity for every person is therefore paramount and precludes all forms of discrimination on grounds of colour, gender, race, social class or ability.

The school aims to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach, which takes due note of the needs of every child while, at the same time, striving for excellence in all aspects of education in a secure environment.

### **Specific Aims:**

- To outline our approach for pupils that will not be attending school, as a result of government guidance or the closure of a year group bubble.
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

### **Who is the policy applicable to?**

Every child is expected to attend school from September 1<sup>st</sup> 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19
- Have been contacted by the government's track and trace system

This policy is intended to outline expectations for year group bubbles or partial/whole school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) will be supported on a case by case basis, primarily with the use of 'Google Classroom' which mirrors the work being taught to the rest of the class in school.

### **Remote learning for pupils**

We will provide teaching and learning resources primarily through Google Classroom to enable remote learning for pupils that are not able to attend school to ensure progress is continued. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

The governors and senior leadership team at St Michael and St Martin Catholic Primary School are fully aware that these are exceptional times. This document seeks to inform and guide families. Each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should;
- A number of pupils may need parents to guide them through the use of Google Classroom.

### **Teacher expectations for Year Group Bubble Self-Isolation**

Teachers will plan lessons that are relevant to the curriculum focus for that year group and supply resources to support tasks for home learners via Google Classroom. Work for the week in RE, English, Maths and wider curriculum subjects will be posted on Google Classroom which can be accessed via the school website (Home – Children – Google Classroom tab), however due to the nature of the school day and potential staffing issues, there may be timetable variations.

- Weekly timetable
- Additional website links (e.g. BBC Schools/Oak Academy) needed to support home learning resources (to be available on class pages)
- Links to daily Phonics/English lessons – a mixture of RWI Phonics, Phonics Play
- Links to daily Maths lessons – these will be a mixture of ‘Mymaths’, Fluency in Five, Sats Companion, Times Tables Rockstars
- Live lessons in RE, Maths and English via Google Meets platform. Pre-recorded lessons on PPA days only and if required
- Worksheets/Powerpoint presentations to accompany lessons
- Feedback on pupils’ work via Google Classroom platform (expectations outlined below)
- Staff will add these resources to their Google Classroom electronically and it will be the responsibility of families to print/use these resources at home
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done through Google Classroom. Staff and parents should communicate via private comments section on Google Classroom.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and the Computing Lead will ensure that support is given promptly.

### **Teacher expectations for Full School Closure**

As above, however, during a period of whole school closure, the timetable below will be put in place. Live lessons ensure that children have continued interaction with the teacher and other pupils.

	<p style="text-align: center;"><b>Outline of Learning</b></p> <p style="text-align: center;">These may differ slightly depending upon what your child’s class and children may need</p>	<p style="text-align: center;"><b>Priority Subjects</b></p> <p style="text-align: center;">Should your child be struggling to complete all the</p>
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	each week. Please refer to the weekly timetable posted on the website each week.	learning each day, please see below our suggestion of how to prioritise subjects.
<b>Nursery</b>	<b>9.00am: Focus Session (Group 1)</b> <b>9.30am - Focus Session (Group 2)</b> <b>10.00 - Focus Session (Group 3)</b>  <b>1.00pm- Focus Session (Group 1)</b> <b>1.30pm - Focus Session (Group 2)</b> <b>2.00pm - Focus Session (Group 3)</b>  <b><i>2.30pm - Live Storytime with Mrs Hannon daily</i></b>	<ol style="list-style-type: none"> <li>1. Live session for you child's allocated time (approx.30 mins each)</li> <li>2. Collective worship every Thursday pm</li> <li>3. Daily storytime</li> </ol>
<b>Reception</b>	<b>9.00am - Live RWI Phonics</b>  <b>9.30am - Live English focus (Group 1)</b> <b>10.10am - Live English focus (Group 2)</b> <b>10.50am - Live English focus (Group 3)</b>  <b>12.30pm- Live Maths focus (Group 1)</b> <b>1.10pm - Live Maths focus (Group 2)</b> <b>1.50pm - Live Maths focus (Group 3)</b>  <b><i>2.30pm - Live Storytime with Mrs Hannon daily</i></b>	<ol style="list-style-type: none"> <li>1. Live RWI and Live session for you child's allocated time</li> <li>2. Collective worship every Thursday pm</li> <li>3. Daily storytime</li> </ol>
<b>Key Stage 1</b> <i>(Years 1 and 2)</i>	<b>8.45am - Morning starter</b>  <b>9.00am - 9.45am - Live RWI Phonics</b> <b>10.00am - 11.00am - Daily Comprehension and Independent Reading</b>  <b>11.00 - 12.00 - Live Maths</b>  <b>1pm - 2pm Live English</b>  <b>2pm - 3.15pm - RE/Foundation subjects</b>	<ol style="list-style-type: none"> <li>1. Live RWI and Live session for you child's allocated time inc. live PE/Computing</li> <li>2. Collective worship every Thursday pm</li> <li>3. Daily storytime</li> </ol>
<b>Key Stage 2</b>	<b>8.45am - Morning starter</b>	1. Any Live session

<i>(Years 3,4, 5 and 6)</i>	<p><b>9.00 - 9.45am</b>  <b>Live Storytelling x 2 weekly</b>  <b>/Grammar/Comprehension/Morning Task</b></p> <p><b>10.00 - 11.am - Live English</b></p> <p><b>11.00 - 12.00 - RE/Foundation subjects</b></p> <p><b>1pm - 2pm - Foundation subjects</b></p> <p><b>2pm - 3.15pm - Live Maths</b></p>	<p>available inc. live PE/Computing</p> <p>2. RE (inc Collective Worship), Maths, English and Reading</p> <p>3. Science and Foundation subjects</p>
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**How long can I expect work set by the school to take my child each day?**

<b>EYFS</b>	In EYFS, the live sessions and suggested independent activities may take up to 2 hours a day for a child to complete.
<b>Key Stage 1</b>	<p>Live lessons will take approx 1-2 hours per day for pupils.</p> <p>Teachers will set tasks to follow up from the live lessons and independent topic tasks are set online that will take 1- 2 hours per day.</p> <p><i>The government expectation of remote learning is a minimum of 3 hours for KS1.</i></p>
<b>Key Stage 2</b>	<p>Live lessons will take approx 2 hours per day for pupils.</p> <p>Teachers will set tasks to follow up from the live lessons and independent topic tasks are set online that will take 1- 2 hours per day.</p> <p><i>The government expectation of remote learning is a minimum of 4 hours for KS2.</i></p>

### **Providing feedback on work:**

The school's approach to feeding back on pupil work is as follows:

- Written comments on work submitted on Google Docs/Uploaded work
- Verbal feedback during the live lessons
- Quizzes marked automatically on Google Forms, Kahoot
- Live marking of Big Writing or any extended writing
- Small group pupil conferencing in Break out Room feature on Google Meets
- Marking the maths work or spellings together during the lesson

Teachers and support staff will aim to deliver feedback on work submitted within 24 hours. Maths and English written feedback will be given at least 3 x weekly. Feedback with RE work will be 1 x weekly.

### **Keeping in touch with pupils and parents**

Pupils in your class are expected to attend all live lessons unless you have been notified of their absence. Teachers will complete a register (both am and pm) to ensure the school can track any absences and contact the relevant families to offer support.

Children should be encouraged to arrive at the lesson with their equipment and to complete any assigned tasks.

Teachers are to complete a register for each live lesson. Senior leaders in charge of phases will be informed so that they can be followed up with a call.

To ensure engagement in their work, children will be expected to share their ideas and work during lessons and submit evidence of work. Should a child show a lack of engagement, parents will be notified with a phone call.

Any issues that are received are to be dealt with professionally by the class teacher. If necessary, teachers are to contact a member of SLT for advice.

Alert the Designated Safeguarding Lead or Deputy Safeguarding Lead with any immediate issues via telephone and CPOMS.

### **Subject Leads**

Alongside their teaching responsibilities, subject leads are responsible for:

- Supporting teachers with setting relevant work for their curriculum area
- Directing teachers to resources they can use to teach their subject remotely
- Review teacher planning to support best practice

### **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning - reviewing work set by teachers weekly, monitoring MyMaths, RWI Phonics, classwork on Google class pages for their subject area or department, monitoring email correspondence between parents and teachers, reaching out for feedback through regular virtual staff meetings.

### **Teaching Assistants**

When assisting with remote learning, teaching assistants must be available between 8.30am – 3.30pm. If they're 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 procedure.

Teaching assistants are responsible for:



- Supporting pupils with learning remotely when requested by the SENDCO
- Providing live and/or recorded small group sessions for pupils at the requirement of the class teacher
- In the event of a whole school closure supporting pupils with special educational needs in school.
- Following a 1:1 remote learning plan for children with an EHCP.
- Assisting with the marking and feedback in the event of a bubble, partial or whole school closure.

### **Family (pupil/parent/guardian) role**

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Michael and St Martin Catholic Primary School recommends that the 'school day' structure is maintained while children are not in school. A class timetable will be put onto Google classroom each week.

If a year group bubble is isolated, the children will be sent home with their home reading book in addition to their RE Homework book, English and Maths book – this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so. Books going home must be covered and staff must set out expectations of maintaining presentation of work. If a bubble is notified over the weekend and will not be able to take their books home, all work should be accessed and submitted via Google Classroom.

Should anything be unclear in the work that is set, parents can communicate with class teachers via Google Classroom or by contacting the school office via email. They should make clear which year group and subject the question relates to.

We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to

work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. loan of Chrome books). These will be discussed on a case-by-case basis and the decision will be the responsibility of the Headteacher.

### **Remote teaching for staff who are self-isolating**

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence as outlined in school's Code of Conduct.
- It is expected that staff notify the Headteacher and arrange to get tested immediately. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with the Headteacher in the first instance so that appropriate plans can be made.
- Whilst self-isolating, support staff will support with the online learning provision for their year group and directed by staff in their bubble. This could consist of marking work, contacting pupils and families identified by staff, supporting SEN pupils to enable them to access the curriculum, supporting pupils who have no access to technology and attend virtual meetings and training courses
- If unwell themselves, teachers will be covered by staff members within the year group bubble.

### **Safeguarding**

Please click on the following links to our website for Safeguarding

updates in relation to home learning:

- <https://bit.ly/2EkY1Vb>

- <https://bit.ly/2RNI5CF>

### **Who to contact**

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues with planning/setting work – Phase Leader or relevant Subject Leader
- Issues with behaviour – Deputy Headteacher or SENCO
- Issues with IT – Computing Lead
- Concerns about safeguarding – Headteacher (DSL) or in absence Deputy Headteacher (Deputy DSL)

### **Data Protection**

#### **Accessing personal data**

All staff have access to CPOMS or 'Something Not Right' forms to record any concerns. These are sent directly to the DSL or Deputy DSL.

Teachers are able to access parent contact details via SIMS and securely through the School's Shared drive. Do not share any details with third parties and ensure SIMS is logged off.

School laptops are the school's preferred devices to be used when accessing personal information on pupils.

#### **Processing personal data**

Staff members may need to collect and/or share personal data such as emails/login details/ phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a

school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

### **Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure through the help of the IT staff. This includes, but is not limited to:

- Keeping the device password protected.
- Ensuring the hard drive is encrypted.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus software.
- Keeping operating systems up to date – always install the latest updates.

### **Monitoring arrangements**

This policy will be reviewed as and when updates to home learning are provided by the government, by Mrs Bell (Deputy Headteacher) and the Senior Leadership Team.