

St Joseph the Worker RC Primary School



Remote Learning Policy

Date published	January 2021
Next review date	March 2021

Signed by the Headteacher (Acting)	Signed by Chair of Governing Body
E Clayton	To be approved

“Together as God’s children, we will learn, love, grow, inspire. Let your light shine”

Introduction

At St Joseph the Worker RC Primary School we aim to provide all members of the school community with a clear and consistent approach to home learning which will ensure the best possible outcomes for our children during this uncertain period of time. Nothing can replicate the high quality provision and approaches to learning that children experience within the school environment; however we are committed to ensuring that children receive continuity in their education and continue to access a broad and balanced curriculum during periods of isolation and home learning.

This policy sets out the strategy that the school will use in the event of it having to send pupils home either due of outbreaks of infection or as a result of government guidance and action to close schools for the majority of its pupils. For pupils who need to work at home and those who are isolating, we will do all that we can, within our capabilities, to ensure that our pupils can learn successfully and confidently at home.

At St. Joseph the Worker, this policy is in place to ensure that the impact on the children, of any future and present closure, is limited and that children continue to receive educational continuity which is of a high standard.

Intent

Our aim is to ensure a continuity of education for the children when they are unable to attend school during any periods of self-isolation or school closure. This policy is adaptable to many different situations and scenarios relating to the closure of school/bubbles.

The key principles of the policy are:

- Access to high quality resources including digital platforms
- Oversight and accountability
- Support and guidance
- Clear and frequent communication

Successful outcomes are only achieved through a close working partnership between home and school. Below, we outline the part we all need to play to help deliver the aims of this policy.

Quality of Resources

School - Teachers will prepare carefully planned and sequenced lessons of work in line with National Curriculum expectations. Children will work in their Home Learning Books. Learning packs will be provided for pupils who have limited or no access to online resources. These can be collected from school weekly and returned for marking and feedback.

Home – We need parents to ensure that the necessary time is given for these lessons to be completed to a high standard. It is important that all children are accessing a high-quality education whether at home or school and our expectations of pupils remain consistently high.

Oversight and Accountability

School – Teachers will regularly monitor the work being completed to ensure that pupils are producing a consistently high standard of work. We encourage our children to be self-motivated and ensure that they produce work to the best of their ability. We hold them accountable for the quality of the work they have produced. We want children to be self-motivated and ensure that they produce work to the best of their ability.

Home – Support the school in the judgements that we make. Feedback *is not* intended to be a judgement on a family, who are doing their best to juggle the demands of work and family life whilst supporting home learning. As children get older, it will be beneficial if they learn to accept greater responsibility for the work they have produced.

Support and Guidance

School - We will keep in regular contact with the children/parents via the online platforms, phone calls and emails.

Home – Whilst we recognise the demands of home life (remote learning and working from home themselves can be difficult for parents) we strongly encourage parents to ensure their child has a quiet and dedicated place to work and study. Distractions should be at a minimum and importance should be given to remote learning at a time that is suitable for the child and family. We need the support of our families and work together towards a shared goal. If there are any barriers to supporting home learning, please let us know.

Communication

School – We will keep families updated throughout any school/bubble closure via text message or email. The school email system will be used to contact parents. Any questions relating to a child's work, can be addressed to the teachers via email. Periodically, staff will try to contact families as a matter of courtesy. It will give the parent an opportunity to address any concerns, or for the child to speak with the member of staff.

Welfare calls will be made if it becomes apparent that children have not engaged in online learning.

The office will ensure that messages are passed on promptly and ask the class teacher to contact you.

The school phone number is: 0161 921 1695

The school email address is: stjosephsworker.rcprimaryschool@salford.gov.uk

Home – Please inform us of any concerns or issues you may have including if your child is unwell and not accessing remote learning. If there are any barriers to supporting home learning, please let us know and a solution will be found.

Expectations

Teachers can expect **pupils** learning remotely to:

- Be contactable during the school day
- Complete work set each week by teachers to the efforts we expect in school
- Seek help if they need it, from teachers*
- Alert teachers if they're not able to complete work*

**Younger pupils will need parents to do this on their behalf*

Teachers can expect **parents** with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Parents can expect **teachers**:

- To set work that is suitable for their child to access at their learning ability
- To provide feedback to work that has been completed and submitted to school both virtually and in person
- To respond to emails or phone calls promptly
- To contact parents if they have not received any engagement, work or uploads from the pupil
- To set work that is in line with the National Curriculum that is incremental, challenging, broad and balanced

Implementation

We do not underestimate the impact that school closure has on families. We recognise the challenges around childcare and know that arrangements will have to be organised at very short notice. We will never be able to develop an approach which suits every unique situation. However, we must aim to produce a policy and an approach to work which ensures consistency for the children.

What is outlined below, may exceed what some families feel they are able to provide, whilst not being enough for others. As a school, we have worked incredibly hard to achieve, what we feel, is the necessary balance.

Early Years Foundation Stage – Nursery & Reception:



Parents will be given personal logins to access work and resources.

Parents can upload photos, videos and work completed at home.

Activities are uploaded daily for the parents to access.

Each week pupils & parents can expect:

Nursery			
English	Maths	Creative Subjects	RE
A daily story Songs and rhymes Daily Phonics or Communication & Language activity Whole class WELLCOMM activity once a week	Daily Maths activity	Two activities a day relating to other areas of learning, including PSE, Physical, Understanding the world and Expressive arts and design. Weekly Purple Mash online activity Other websites: Phonics play, Topmarks, Cbeebies, Tentown	RE once a week Collective worship Prayers
Reception			
English	Maths	Creative Subjects	RE
A daily story Songs and rhymes Daily Phonics activity Whole class WELLCOMM activity once a week Blank questioning once a week Individual readers set twice weekly via Rising Stars Reading Planet.	Daily Maths activity Ten Town website Digit dancing	Two activities a day relating to other areas of learning, including PSE, Physical, Understanding the world and Expressive arts and design. Weekly purple mash activities	RE twice a week Collective worship Prayers daily

There is a daily minimum expectation of up to 2 hours daily learning in the Early Years.

Key Stage One:



Parents will be given personal logins to access work and resources. Parents can upload photos, videos and completed activities.

Teachers will upload a weekly schedule onto Seesaw for reference. Daily activities, instructions and lesson resources will also be posted. In the event of a whole class closure, teachers will upload pre-recorded videos and live lessons via the Oak National Academy.

Each week pupils & parents can expect:

English	Maths	Other Subjects	Additional
Daily work for English. Phonics or Spelling work set daily.	Daily work for maths.	One piece each day from History, Geography, Science, Art, Music, Computing, D&T or PSHCE PE Challenges weekly. RE – Weekly lesson & collective worship video.	Reading on Oxford Owl website and individual readers set twice weekly via Rising Stars Reading Planet. Links to websites and additional ideas to consolidate learning e.g Topmarks Maths, Phonics Play.

There is a daily minimum expectation of 3 hours remote learning in Key Stage One.

Key Stage Two:



Parents will be given personal logins to access work and resources. Parents can upload photos, videos and completed activities.

Teachers will upload a weekly schedule onto Seesaw for reference. Daily activities, instructions and lesson resources will also be posted. In the event of a whole class closure, teachers will upload pre-recorded videos and live lessons via the Oak National Academy.

Each week pupils & parents can expect:

English	Maths	Other Subjects	Additional
Daily work for English (Grammar, Writing or Spelling Focus). Daily reading activity – Can be linked to class text or individual reading.	Daily work for maths.	One piece each day from History, Geography, Science, Art, Music, Computing, D&T or PSHCE PE Challenges weekly. RE – Weekly lesson & collective worship video.	Reading on Purple Mash or uploaded text. Individual readers set via Rising Stars Reading Planet. Links to websites and additional ideas to consolidate learning e.g Times Tables Rockstars.

There is a daily minimum expectation of 4 hours remote learning in Key Stage Two.

Other platforms and websites

School have purchased additional subscriptions to the following websites and will direct pupils to use them with their log in and passwords:

- Power Maths
- Times table Rock Stars
- Purple Mash
- Rising Stars Reading Planet



The following websites are used frequently across the school and parents are directed to access them through the teacher's weekly plan:

- Oak Academy Online Recorded Lessons
- BBC Bitesize
- Youtube – Cosmic Yoga
- Phonics Play
- Oxford Owl
- Topmarks Maths
- Literacy Shed



These are not exclusive and staff will supplement activities and resources with other websites and links which are appropriate and relevant to the pupils' learning.

Laptop loan scheme/Paper packs

If a family have indicated to school that they do not have access to any electronic device at home, then they may borrow a laptop for the duration of the isolation/lockdown period. Please contact the school on the first day if a loan is required.

If a family do not have the option to print given worksheets (only provided for certain tasks) then they should inform the class teacher on day one and arrange to collect a paper pack version of the pupils' work set.

1. The Class Teacher becomes unwell

In this circumstance, the Headteacher will direct an alternative member of staff to manage home-learning. We will ensure that parents receive the necessary resources and receive the support they require. We will do all we can to maintain the dialogue within Seesaw/Tapestry, but if resources become stretched still further, we will give priority to paper-based approaches.

2. A Pupil is/becomes unwell during an isolation period

If a child is unwell, this needs to be reported to the office in the normal way, regardless of whether they are working from home or school. An unwell pupil is not expected to complete home learning. When a parent feels that their child is fit enough to resume work, they must then inform the school once again.

3. A child is isolating but the rest of the class remains in school.

We will do all we can to support such children in the ways outlined above. However, because the teacher is teaching full time, it will not always be possible to respond as swiftly to questions/concerns. We will do all we can to provide access to the best resources possible.

Safeguarding Pupils

All staff and pupils using video and audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio or video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Always remain aware that they are visible.
 - Two members of staff will be present for all live video sessions in line with Safeguarding requirements

Online Safety (e-safety) materials will be distributed to parents to remind them of the roles and responsibilities they have in ensuring their children are accessing appropriate websites and content. School staff will only use secure and well-established websites that are suitable for learning.

The policy refers to practices set out in the schools' Safeguarding and e-Safety Policy which can be found on the school website.

Safeguarding thresholds and practices remain the same and should a member of staff or parent have concerns about a child. They should contact:

Designated Safeguarding Lead: Evelyn Clayton

Deputy Designated Safeguarding Lead: Jenny Dunn

Vulnerable pupils, including those with an EHCP, will be attending school during school closures where possible and for those not in school, due to isolation or parental choice, there will be regular calls home following guidance issued to schools from the LA. For parents of pupils with an EHCP, an individual Risk Assessment has been completed and if you have questions or concerns, please contact the school SENCO: Jenny Dunn.

Governing Body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure 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

Data protection

Accessing personal data

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

- How staff can access the data such as log ins or completed work, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices
- Adhere to the Acceptable Use Policy.

Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. Staff are reminded to collect and/or share as little personal data as possible online.

When will this policy be followed

This policy will be followed in the following scenarios:

1. Closure of a 'Bubble'

Following government guidance, pupils and staff will continue to work in 'bubbles' during the Covid-19 pandemic. In the event of a either child or adult testing positive for Covid-19, a bubble will close and its related pupils and staff will self-isolate for 10 days. Home learning will begin on day one of this isolation period. If day one of the isolation period falls on a weekend, school holiday or bank holiday then home learning will commence on the first available day that the children should be in school.

2. An Individual Pupil Is Required to Self-Isolate

There may be occasions where an individual pupil is unable to attend school due to a direction to isolate. This may follow instruction from 'NHS Track and Trace'; be due to a family member who has tested positive for Covid-19, or is showing symptoms.

This policy will be adaptable to the following situations, where a separate approach will be followed:

- When a child is well, but waiting for a test/test result for a family member. We do not expect pupils whom are unwell and would not normally attend school on these days to access remote learning. School will upload work to seesaw, this will be a home learning pack with activities suitable to choose to complete, and return to school.
- When a child is required to quarantine, following travel abroad, at a time when the government advises against all unnecessary travel or when the country in question is subject to quarantine arrangements at the point of travel.

3. When School is closed due to Government Guidance

The majority of pupils are to stay at home and be educated at home via remote learning. Some children, whom are identified as vulnerable or those of Critical Workers, can attend school. We will provide work that is the same and equal to those pupils whom are in school will be accessing too.

Conclusion

This policy will adapt and change as new resources/technology becomes available. However, the core aims will remain the same. We understand the pressures on family caused by the closure of bubbles/school, but have a legal duty to enforce the 10-day quarantine rule if a child/adult tests positive for covid-19.

We have a strong and well-established relationship with our families and in these unprecedented times, we hope to work together as a school community to give the children the very educational opportunities that we can. If parents are unhappy with the educational offer for remote learning, in the first instance, please contact the class teacher, Deputy Headteacher or school Headteacher:

Acting Headteacher: Evelyn Clayton

Deputy Headteacher: Anne-Marie Willis

Telephone number: 0161 921 1695

Email: stjosephsworker.rcprimaryschool@salford.gov.uk

We can never recreate the approaches to learning in the classroom. However, we can ensure that we adopt an approach to remote learning which achieves the best outcomes for our children

Appendix: At a view home learning arrangements for Parents

1. What work will be provided if my child is undertaking a short-term isolation period whilst waiting for test results?

Weekly Overview					
Day One	Seesaw/Tapestry – Online Home Learning Pack	Day Two	Seesaw/Tapestry – Online Home Learning Pack	Day Three	Seesaw/Tapestry – Online Home Learning Pack
	Reading		Reading		Reading

Please let school know if you are experiencing any problems and updates with test results

2. What work will be provided if my child is isolating at home for 10 days due to a positive test or contact with a positive case?

Day 3 - 10	Individual Seesaw/Tapestry Work will be set for pupils at home this will be: *In the first 3 days we ask you to access the Online Home Learning Pack on Tapestry/Seesaw (As above)
	Daily English including phonics/grammar and reading
	Daily Maths
	RE/History/Geography/Science/PE
	For families who are struggling with internet/device access please contact school and a paper pack can be collected from school.

There is a daily 3 hours' minimum expectation in KS1 & 4 hours minimum in KS2

3. What work will be provided if my child's bubble is closed/there is a National or Local school closure?

Using the timetables set on page 5 and 6 of this policy – The schedule of work will be sent out within the first 2 days of the closure. In the first day we ask you to access the Online Home Learning Pack on Tapestry/Seesaw.

Links to other policies

This policy is linked to our:

- Acceptable Use Policy
- Subject Curriculum Policies
- Safeguarding and e-Safety policies
- Data Protection Policy
- Remote Education for Parents Document – January 2021