



St.Mary's Catholic Primary School



Remote Learning Policy

September 2021



Introduction

At St. Mary's Catholic Primary School, we understand the need to continually deliver high quality education – whether it be within the classroom or via remote learning and whether this applies to one or many children. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to continue to make progress and succeed.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the National Curriculum
- Ensure provision is in place so that all pupils have access to high quality learning resources
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure that robust safeguarding measures continue to be in effect during the period of remote learning
- Ensure that all pupils have the provision they need to complete their work to the best of their ability and to remain happy, healthy and supported during periods of remote learning
- Ensure that parents and carers are supported to access and support their child's learning at home



Roles and Responsibilities

The Headteacher, along with the SLT, is responsible for:

- Ensuring that the Home Learning Policy is implemented and adhered to during any periods of remote learning
- Monitoring the quality of home learning on offer on a regular basis
- Ensuring that staff continue to receive all necessary training to enable them to deliver high quality home learning activities e.g. using TEAMS to deliver live lessons
- Ensuring that all children/families are contacted on a weekly basis to 'check in with our families' and to support them with their home learning
- Tracking/monitoring children's uptake of home learning and liaising and supporting those families who are not engaging
- Ensuring that school laptops/tablets are loaned to families who need the technology to access home learning and ensuring that these devices have adequate anti-virus software and malware protection

The Designated Safeguarding Lead, along with the Deputy Safeguarding Lead, is responsible for:

- Attending and arranging, where necessary, any safeguarding meeting that occur during the remote learning period
- Identifying and supporting vulnerable pupils who may be more at risk if they are learning remotely
- Ensuring that all safeguarding incidents are recorded and reported
- Encouraging vulnerable children are invited into school during lockdown periods

The SENDCO is responsible for:

- Ensuring that all children with EHCPs continue to have their needs met while learning remotely
- Encouraging children with EHCPs to attend school during lockdown periods

The staff are responsible for:

- Adhering to this policy
- Reporting any health or safety or safeguarding concerns to the headteacher
- Taking part in any training

Parents and Carers are responsible for:

- Ensuring that their child participates in remote learning activities as set by their class teacher and that all work is completed to the best of the child's ability
- Ensuring that their child is ready to learn and that they are suitably dressed to attend live lessons and that their behaviour for learning is good – e.g. children should not be dressed in fancy dress when attending lessons; children should not have pets or toys with them and children should not be sat drinking or eating
- Reporting any concerns/issues to school as soon as they arise so that school is able to address and resolve them

Children are responsible for:

- Being ready to learn – having the correct equipment needed
- Showing and maintaining good behaviour for learning – reflecting how they learn in the classroom
- Following the daily timetable and completing all tasks to the best of their ability

Our Remote Learning Offer

Staff will make use of a variety learning resources to deliver home learning activities:

- TEAMS will be used to deliver live lessons
- The children's class and individual learning platforms will be used to upload work and to mark/feedback and respond to the children
- Various apps and websites e.g. Phonics Play, Timestable Rockstars, Purple Mash, Education City to support and enhance learning
- White Rose Maths teaching videos, PowerPoints and resources to ensure continuity and progression in the Maths curriculum
- Oaks Teaching Academy videos and activities to enable the children to be further supported in their home learning
- BBC Bitesize and other educational websites



Home Learning Day 1



In order to allow school the time to respond to any closures or absences due to COVID-19, home learning activities will only be uploaded onto your child's Dashboard on day 2.

The following tasks should be completed by the children on day 1:

- Key Stage 2 Children - 2 x 15minute sessions of Times Tables Rock Stars (Every child has their own log in.) Activity will be monitored by staff.

- Key Stage 1 Children - as above with 2's, 5's and 10x tables or Numbots.
- Choose a book from either Purple Mash (Serial Mash) and read the first 2 chapters – completing the chapter summaries/tasks after each chapter **or** choose a book from Oxford Owl free eBooks and read 2 chapters from this book instead. After each chapter write a summary about what has happened in the chapter. All eBooks are tablet friendly. You just need to register, for free, to get started.

- Go to pobble365.com (this is free) and take a look at the picture of the day.

Key Stage 1 children – write 5 sentences about the picture using lots of great describing words. (Y2 children could write a short story if able.)

Key Stage 2 children – complete the tasks under Question Time, Perfect Picture, Story Starter, Sentence Challenge and Sick Sentences. You can upload your work onto your Scrapbook tab of your pupil page on the website.

- Walk, run, skip or scooter the daily mile.
- Take the time today to ensure that you are ready to access remote learning tomorrow. Have you got all of your passwords ready? Have you got your writing equipment? Have you picked up your home learning pack?
- Reception children will be sent a variety of paper-based tasks to complete on day one as well as prompts to visit a variety of websites e.g. Phonics Play and Purple Mash. They will be set challenges to learn through play. Work set will depend upon the time of year that home learning takes place.

Home Learning Day 2 Onwards

Every day will begin with a morning welcome and registration session live on TEAMS. This session will begin at 9.15am. After registration, the children will be talked through the timetable for the day.

There will then be a mix of live lessons, via TEAMS, and independent learning tasks that will be uploaded onto the children's own learning platforms for the children to complete throughout the day. Staff will mark and respond to uploaded work in a timely manner.

Some independent learning tasks will be introduced through a teaching video or PowerPoint either from White Rose Maths, the format of which the children are very familiar with, or through a teacher led activity from The Oaks Academy. Both of these video resources are a very effective way of supporting the children's learning as the videos can be paused whenever needed – meaning that the children are able to work at their own pace and that the tasks can be accessed at the most suitable time. For some children, live lessons move too quickly, and they struggle to maintain concentration and focus and become disengaged. Some children also struggle to access live lessons at the time that they are streamed.

It is important to note that 'Live Lessons' are not a statutory requirement of remote learning and that for some year groups, or children, they are not the most effective means of delivering content. Staff will adapt both their teaching and methods of delivery in response to the content being taught and the age and ability of the children.



In Reception and KS1, the delivery of live phonic lessons will continue to be a priority as sound phonological knowledge plays a key role in reading and writing. In order to ensure that highly effective phonic lessons can be take place, the majority of phonic lessons will be delivered to small groups of children, rather than whole class sessions, so that the teaching is targeted towards the children's identified phonic needs. This means that in most Infant classes, three live phonic lessons will be delivered throughout the day (although the children will only attend 1 session). In some classes, whole class phonic teaching may be delivered if sounds are being reviewed or reinforced and, in some cases, 1-1 phonic sessions will take place.

Every day will end with a live goodbye session to reflect on the work set and any problems encountered. Staff will end the session with a story or shared reading activity.

It is important to note that these procedures may need to be adapted if further lockdowns are introduced, as in the last lockdown (Jan – March 2021) high numbers of keyworker children attending school (over 50% of most cohorts) made it extremely challenging to deliver high quality live lessons to the children learning from home, whilst, at the same time, managing the learning and behaviour of approximately 15 other children who were present in the classroom. In these circumstances, flexibility will be key to continued success.





Online Behaviour Expectations

St. Mary's has extremely high expectations of our children, both inside and outside of the classroom and as a result our children show high levels of interest during lessons; engage well and lessons run smoothly – ensuring that all children are able to learn and make progress.

Our Virtual Classroom Rules

In order to ensure that this continues, whilst the children are learning from home, we have created a set of virtual classroom rules for all children to follow. We call these our **BE** rules:

1. **BE up and BE dressed in time for morning registration – just as you would be on a school day.** You will not be allowed to join a live lesson if you are in your pyjamas or dressed inappropriately for learning e.g. in a fancy-dress costume.
2. **BE ready to work in a quiet space – away from distractions.** Turn off the television, put pets and/or toys away and no eating or drinking whilst in a lesson.
3. **BE on time.** You would not arrive to class late whilst in school, so it is important to be on time when learning from home. It disrupts the lesson if your teacher has to stop in order to admit you into the lesson.
4. **Be prepared.** Have all of your equipment next to you. If you need your White Rose Maths booklet, it should be there.
5. **Be respectful.** Do not interrupt your teacher or classmates. If you want to ask/answer a question, put up your hand – just like you would do in class. Do not chat whilst your teaching is talking AND do not post chats to your friends using the chat function



during the lesson. This function can be used for you to message your teacher.

6. **BE on mute.** Your microphone should be off unless you want to speak or share your thoughts. Put up your hand and only unmute when your teacher tells you to.
7. **BE focused and stay on task.** We know that it is hard but try to concentrate fully during the lesson just like you would do in class. This way, you won't miss anything.
8. **BE patient.** Sometimes things can go wrong in a live lesson – files fail to upload; the sound may not always be great; connection can be lost or it can be difficult to see everyone especially if your camera is turned off (you appear at the bottom of the screen as an initial) and it is not always possible for everyone to contribute (although your teacher will try very hard to include everyone).

Marking of Work and Feedback

Staff will give instant feedback to the children during live lessons and will clarify any misconceptions in learning as they arise. Uploaded work will be marked or commented upon as soon as viably possible within the school day. Answer sheets will also be uploaded, if appropriate, for the children to mark their own work and then any mistakes/misconceptions can then be shared with the teacher during the next live lesson. If children are using work packs, they can be returned to school for marking once school reopens.

Parents are also able to email school with any concerns during home learning and staff will respond as soon as possible within the working day. Part time staff will only respond during the days on which they work.

Expectations

Our previous experiences during the last two lockdowns tell us that not all families work/access home learning in the same way and we fully appreciate the challenges that come with balancing working from home yourselves, with supporting your child/children in their home learning. We also appreciate that families with more than one child, or families with younger children, who are unable to learn independently, find home learning especially challenging in terms of being able to support their child/children as they work.

It is with this in mind that we have purposely created a home learning package that is not fully dependent upon offering a day full of live lessons streamed at a given time. Instead, we believe that our home learning offer is a good mix of live lessons, video led activities, independent challenges and daily teacher contact that will hopefully engage our children and challenge and support them to learn in what are difficult and unusual circumstances.

We recognise that our home learning offer will not completely satisfy everyone, but following feedback from the previous two lockdowns, we believe that the majority of our families are extremely pleased with the systems that we have in place.

81% of parents who completed the school end of year questionnaire strongly agreed that the school provides a good range of home learning activities/tasks.

18% of parents agreed.

1% disagreed and felt that more live lessons should have been on offer.

'went above and beyond with home learning'

'home learning activities were clearly explained, and all resources were made available. Staff responded quickly to any issues.'

Our home learning offer will constantly be reviewed and may be further adapted if, and when necessary, and in response to new initiatives and guidelines in the new academic year.

