



St Mary's Catholic First School

Remote Learning



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Part of the Bishop Wilkinson Catholic Education Trust
Company Registration Number 07890590

Signed by Chair	T Neeson
Statutory Policy	Yes
Required on Website	Yes
Review Period	February 21
Next Review Date	February 22
Reviewed by	K Seddon

In these unprecedented times there may be occasions when pupils are unable to attend school. This may be due to self-isolating, or because lockdown procedures have been put in place which restrict access to attending school. If children are unable to attend school due to the pandemic, we are committed to continuing to educate them remotely, giving pupils access to lessons and learning activities which will be based on our school curriculum, cover a range of subjects, and build on prior learning so that our pupils continue to make progress.

Aims:

- To ensure consistency in the approach to remote learning for all our pupils.
- To ensure that pupils who are unable to attend school remain fully included in the school community.
- To continue to ensure that every child receives the best education the school can provide them.
- Ensure that remote education follows our school curriculum so that the children have continuity and progression in their learning.
- To ensure that pupils receive quality feedback on their learning so they are well placed to make good progress.

Rationale behind our approach:

- We know that many children share devices with other family members, therefore we need to provide learning which can be accessed at any time during the school day, rather than set times.
- Access to a printer is limited for many of our children.

Our approach:

1. We will follow our normal timetable as far as possible to ensure that the lessons provided cover the breadth and range of our curriculum. **Timetables of subjects covered each day will be made available to all parents.**
2. Teachers will share the lessons for each day and follow up learning activities using the school website, School360 and Purple Mash. **All relevant resources will be set as a 2Do using Purple Mash (Years 1-4).**
3. The lessons set will be by the class teacher to ensure consistency and appropriate differentiation. These may include links to BBC, Oak Academy, MyMaths, School360, Tapestry or other online provision. It's clear at the start of each session any basic materials the children might need. The lessons are designed to need minimal supervision, although this will depend on the age of the child.
4. Teachers will direct the children about how to return their work to them, most likely using the school email or Purple Mash facilities.
5. A range of other sources of teaching and learning will be utilised as appropriate.
6. We will provide each child who is learning at home with an exercise book which their work can be recorded in if necessary. Work set will not require printing; children will be able to complete an activity on screen or record their work in the exercise book following the instructions given to them.

7. Teachers will ensure that the needs of our SEND pupils are met by providing appropriate lessons and learning activities on an individualised basis where needed.
8. Form teachers will complete phone calls home every fortnight to discuss any issues and check on pupil well being.
9. Physical materials such as story books and writing tools if required.
10. Use of Tapestry, BBC Bitesize, Oak Academy, MyMaths and other online platforms may be used.

There is an expectation that pupils will engage in their learning on a daily basis. We ask our **parents** to:

- Support their child in accessing the work set on the school website or on School360, Purple Mash.
- Find an appropriate place for their child to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Help their child plan the daily learning, ensuring that they have regular breaks, fresh air and exercise throughout the day when possible. Outside playtimes are part of their normal school routine, and regular breaks are important for mental and emotional well-being.
- Email work to school so that the teachers can give the pupils their feedback or respond on Purple Mash
- Use school **parent contact** resource to communicate with teachers about their children's work, request help and keep in touch.
- Let the school know if there is a reason that their child cannot engage in the lessons that day (eg if they are ill).
- Refrain from screenshotting or copying any information, message or posts to share on social media, WhatsApp groups or any other platform.
- Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

We ask our **children** to:

- Have a positive attitude towards learning at home, and engage in the lessons their teachers set for them.
- Take a pride in their work in the same way as they do in school, approaching it with a Growth Mindset.
- Let their adult know if they are struggling with their work, so that they can get the help they need.

We ask our **teachers** to be responsible for:

- Setting work:
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Weekly/daily work will be shared for as long as the remote learning is required
- Providing feedback on work as soon as possible, taking into account some staff will be teaching in school.
- Keeping in touch with pupils who aren't in school and their parents:
- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account admin@hexhamstmarys.uk
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL , Mr G Simpson

Teaching Assistants

- Teaching assistants will be working in school and providing support for identified pupils. All of the vulnerable and SEN pupils are encouraged to attend school if possible. They may be in contact by phone if the child is unable to attend school and they will liaise with parents and the SENCO regarding work expectations.
- 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 procedure.
- During the school day, teaching assistant must complete tasks as directed by SEN lead or a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENDCo

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

Admin

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Governing Board

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

This policy will be regularly reviewed as we progress through this period of potential remote learning. Any updates will be communicated with parents.

11.01.2021