



## **St Anne's C of E Primary School**

### **Remote Learning Policy**

**October 2020 (updated September 2021)**

#### **Aims and values of the school**

Within the love of God, we are all learning together.....

To be motivated to tackle challenged and achieve outstanding successes and celebrate them!

To be clear in our values so that we make thoughtful decision with confidence and celebrate them!

#### **Introduction:**

Since the outbreak of COVID 19 in early 2020, there has been an impact on schools and the teaching and learning for all pupils. In March 2020, the school was closed as part of the national lockdown. Initially the school produced downloadable learning packs on a weekly basis that were sent directly to children and their families. From June 2020 the school developed remote learning further and introduced Google Classrooms as the main way to distribute learning.

The school fully re opened in September 2021. However, the school accepts that there are times when children are required to self-isolate at home and are unable to attend school.

This policy outlines the schools offer of remote learning in these circumstances. This is different to 'home learning' or 'home work' that may be set at any time by class teachers as part of the general curriculum offer and is covered under a different policy but may also be offered via Google Classrooms.

#### **Aims:**

- To ensure consistency to the school's approach to providing remote learning to pupils who are not in school due to self-isolation or class bubble / school closure.
- To set out expectations for all members of the school community in regards to remote learning.
- To provide appropriate guidelines for data protection.
- To ensure that every child receives the best education the school can provide in challenging circumstances.
- To ensure that pupils who are unable to attend school remain fully included within the school community.
- To ensure that remote learning is integrated into the curriculum at school and works alongside classroom teaching.

## Remote learning offer to children:

### Access to ICT

The majority of remote learning will be delivered via Google Classrooms. This can be accessed on smart phones, tablets, laptops and desktops. However, it does require an internet connection. The school recognises that some families may find it difficult to provide adequate ICT equipment or a sufficient internet connection at home for their children to access remote learning.

Where problems arise in accessing Google Classrooms, parents and families will communicate these to the class teacher or SLT and alternative arrangements may be made. These may include:

- Possible borrowing to school ICT equipment for children to use at home
- The use of Class Do Jo or email to deliver remote learning packs
- Where no access to ICT is reasonably available and with prior discussion with the class teacher and SLT, the printing and distribution of home learning packs to children and families. (Please note that a reasonable amount of time must be allowed for the production and distribution of packs approx. 48 hours)

The school has identified that there are 2 tiers that relate to the remote learning offer. This considers the ability of staff to be able to set work, the type of work that can be set and the amount of feedback pupils can expect. The school is conscious of staff workload and ability to teach in school alongside setting work remotely. The two tiers have been identified as:

**Tier 1** – Children isolating due to being symptomatic, or awaiting test results (up to 14 days)

**Tier 2** – Class closure / whole school closure (Closure time will be defined by local authorities on a case by case basis)

The school is also conscious of the varying ages of the children within the school and their ability to be able to ‘independently’ access remote learning alongside the amount of parental support that may be required.

	<b>KS1</b>	<b>KS2</b>
<b>Tier 1</b>	Phonic activities X3 weekly Counting / number recognition activities X3 weekly Letter formation activities X3 weekly One writing activity (Yr1 and Yr2) One math’s focus activity weekly (Yr1 and Yr 2) One Foundation curriculum activity	Spelling activities X3 weekly Punctuation and grammar activity X3 weekly Times table activities X3 weekly Two writing activities weekly Two math’s focus activities weekly One Foundation curriculum activity

	<p>Formats that may be used to deliver activities include: <i>White Rose math's, Oak Academy, BBC bite size and other suitable online resources.</i></p> <p>It is expected that children will spend 15 mins a day on independent / 1:1 reading.</p> <p>It is expected that children will spend a minimum of 30 mins daily on some outdoor exercise / activity (Outside games) and or online exercise (eg. Joe Wicks work out)</p>	<p>Formats that may be used to deliver activities include: <i>White Rose math's, Oak Academy, BBC bite size, Time table Rock stars and other suitable online resources.</i></p> <p>It is expected that children will spend 30 mins a day on independent reading.</p> <p>It is expected that children will spend a minimum of 30 mins daily on some outdoor exercise / activity (Outside games) and or online exercise (eg. Joe Wicks work out)</p>
<b>Tier 1</b> Teacher feedback expectations	Work returned to the teacher will receive feedback at least once a week.	
<b>Tier 2</b>	<p>Expectation of Children to 'log on' to Google Classrooms each day.</p> <p>Daily - Phonic sessions Daily - Math's activity Daily – Writing / Letter formation activity. (may be linked to a foundation subject) Daily – Foundation subject Daily – Story read to the class via video</p> <p>Independent reading (20 – 30 mins a day)</p> <p>One or more of these lessons will be supported by a 'Live' video lesson on Google Meet run by the Class teacher. This will also be recorded and re posted, so that children can be flexible about accessing it at home.</p> <p>Weekly RE lesson / activity</p>	<p>Expectation of Children to 'log on' to Google Classrooms at each day.</p> <p>Daily SPAG - (Spelling, punctuation and Grammar) activity. Daily – Math's activity Daily – Writing activity (May be linked to a foundation subject) Daily – Foundation subject</p> <p>Independent reading (30 – 45 mins a day)</p> <p>One or more of these lessons will be supported by a 'Live' video lesson on Google Meet run by the class teacher. This will also be recorded and re posted, so that children can be flexible about accessing it at home.</p> <p>Daily – Story read to the class via video</p> <p>Weekly RE lesson / activity</p>

	<p>Foundation subject lesson / activity. (Geography / History / Science)</p> <p>Art / DT / or Music related activity a week</p> <p>It is expected that children will spend a minimum of 30 mins on some outdoor exercise / activity (Outside games) and or online exercise (eg. Joe Wicks work out)</p>	<p>Foundation subject lesson / Activities a week. (Geography / History / Science)</p> <p>Art / DT / or Music related activity a week</p> <p>It is expected that children will spend a minimum of 30 mins on some outdoor exercise / activity (Outside games) and or online exercise (eg. Joe Wicks work out)</p>
<p><b>Tier 2</b> Teacher feedback expectations</p>	<p>Teachers will be available daily from 9am until 3pm to respond to children / families queries and questions, via email, Class Do Jo and through Google Classrooms.</p> <p>Work completed and hand in / returned will receive teacher feedback electronically. If work is being completed in 'hard copy' it can be returned and fed back on, when the school re opens.</p> <p>Teaching staff will organise small group or individual sessions with children who are finding something difficult or need further support, as and when needed. These will usually be done via Google Meet at a set time.</p>	

Class teachers will consider the following:

- To make work manageable and not overwhelming.
- Consider the amount of time children are in front of a computer screen and to consider tasks children can do away from the computer throughout the day.
- Remember that parents are not teacher's so there will not be an expectation for activities to be the same as those that would be taught in school.
- Consider the daily routine and adapt where necessary to take into consideration children learning at home. It may be helpful to provide parents with a suggested timetable (for example, completing maths and writing work in the morning).
- Ensuring that there is flexibility in regards to 'handing in' or 'completing work' so that remote learning can fit around family lives.
- An awareness of siblings that may also be learning at home and to show flexibility in setting work and use of ICT to allow all siblings equal access to materials on line.

**Role of support staff:**

Support staff play a valuable role in supporting children's learning within school. This is also the case regardless of if that learning is delivered online remotely or within the usual educational setting.

All support staff have access and have received training in how to support children's learning on Google Classrooms. This work is directed by the Class Teacher.

### **Additional elements to the remote school community:**

There are several pages within the schools Google Classroom area that all pupils can access if they wish.

Weekly assemblies / collective worships, are posted on the head teachers page / classroom each week for all children to access and be part of.

The Pastoral Support page provides all children access to wellbeing advice and materials.

The St Anne's Sensational Story page provides a range of recoded books and stories for all children to access and enjoy.

### **SEN support**

The school takes into account the needs of all of the children at St Anne's. Where a child has an EHCP, the class teacher and SENCo will communicate with families regarding remote learning and will agree together, the level and type of learning to be set to ensure that, where possible, EHCP targets can continue to be worked upon.

### **Parental responsibility:**

The whole school community including staff, parents and families appreciate the importance of children's learning and education. Whilst the school will continue to do all that it can to support any remote learning that may be necessary, it is important that parents and families recognise their responsibilities in supporting their children's education during any period of self-isolation or school closure. This includes:

- Ensuring that regular contact is made with the school / class teacher.
- Ensuring the children have dedicated time each day to participate in remote learning.
- To communicate with class teacher via email or Class Do Jo if there are any problems with access to remote learning.
- To support their child/children with remote learning in any way they can including supporting the 'returning' of completed work.
- To communicate with school if family circumstances change, eg a child falls ill and cannot be expected to carry out work at home, if a member of the family develops symptoms of COVID etc.

### **Vulnerable Pupils:**

Staff at the school will continue to record all safeguarding concerns on My Concern in accordance with the schools Safeguarding Policy.

The DSP's (Designated Senior Person) are known to all staff and are contactable at all times.

If the school is closed or partially closed due to a local lock down or bubble closure, the DSP's will make themselves available to staff and relevant contact methods will be communicated appropriately.

**Maintaining contact with families:**

The majority of contact with a child and their family during an absence from school due to self-isolation or due to a bubble or school closure, will be made online via Google Classrooms, email and / or Class Do Jo. If teachers become concerned about the lack of contact with a child or family, despite repeated efforts, they will refer this to the SLT who will try to initiate further contact to establish the wellbeing of the child and family.

In the event of a class bubble closure or a school closure for longer than one working week, the school will put in place regular telephone contact with vulnerable families via the class teacher or SLT. Logs of any calls will be made.

**Reviewed date: September 2021**

**Further review: January 2022 (sooner if Government Guidelines change in relation to COVID)**