

UPDATED SEPTEMBER 2020

REVIEW SEPTEMBER 2021

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

REMOTE LEARNING POLICY

Statement of Intent

At St. Joseph's we understand the need to continually deliver high quality education, including during periods of remote working - whether for an individual pupil or many. 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 succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure consistent provision is in place so that all pupils have access to high quality learning resources via remote learning.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure 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.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

Introduction

St. Joseph's aims to continue to provide an ambitious and broad curriculum in all subjects.

We have plans for the provision of remote education where needed and to ensure that the small number of children that need to be educated at home, for example due to self-isolation, are given the support they need to continue learning.

Remote education will be of a high quality and will align as closely as possible with in-school provision.

All remote learning will be conducted using the Seesaw and Purple Mash platforms. This will allow staff to keep in daily contact in a professional and confidential manner with their class. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning

can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school policies:

- **Child Protection and Safeguarding Policy**
- **Data Protection Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Behaviour Policy**
- **Accessibility Policy**
- **Marking and Feedback Policy**
- **Online Safety Policy**
- **Health and Safety Policy**
- **Attendance Policy**
- **ICT Acceptable Use Policy**
- **Staff Code of Conduct**

Flexibility of Learning

We realise that any circumstances which 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 allocate appropriate usage to the children's needs
- teachers may be trying to manage their home situation and the learning of their own children
- systems may not always function as they should

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success. Should any parents experience difficulties of this nature this should be discussed as soon as possible with the class teacher.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, we would encourage all parents to follow the timetable provided by school as this ensures the best learning provision for your child. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional.

Roles and Responsibilities

Teaching Staff will:

- Share teaching and activities with their class through the Seesaw / Purple Mash AND prepare printable versions/alternative work for children who do not have access to the internet
- Continue teaching in line with current, extensive planning that is already in place throughout the school
- Take account of the amount of time expected for each child to complete work set (this will depend on the age and ability of the child). Teachers will set Maths and English for each day of the week with a range of foundation subjects relevant to the National Curriculum set out for the respective year group in line with School Overviews of the subject
- Be mindful of the time parents and carers have to support each of their children as well as having to work from home and of course their access to a device
- Accept that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this
- Keep in contact with children through the Seesaw / Purple Mash platforms only. Staff should not be setting up or interacting in virtual meetings with children or parents. All communication should be via email or telephone.

- Reply to messages, set work and give feedback on activities during the normal school day 8.40am - 3.10pm on weekdays.
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development
- Report using sickness absence procedures if ill
- Take over the sharing of activities for members of staff who are ill where possible. Follow up of messages on SEESAW / Purple Mash may not be undertaken until the teacher is fit to work again. Any urgent messages from parents should be directed to the school office.

Virtual Meetings

Staff may be required to take part in virtual meetings as they would for staff meetings (as long as they have not reported being ill). These will take place weekly from 3.30-5.30pm on Tuesdays.

Staff should be mindful of dress codes and should attempt to conduct the meeting in a quiet room free from disturbance and background noise if at all possible.

Teaching Assistants will:

- Be available during their normal working hours. If unable to work for any reason, this would be reported using the normal absence procedures.
- Be responsible for carrying out online CPD as directed by SLT
- Be available to go on a cover rota during a partial school closure
- Be willing to complete tasks from home as directed by the class teacher
- Be expected to attend virtual meetings with school via Zoom/Teams
- Be willing to carry out reasonable duties to support school including supporting other classes or marking certain work
- Respond to emails/correspondence from children/parents using the online learning platforms (Seesaw/Purple Mash)

Subject leads will:

- Give support where necessary to support colleagues in the setting of work for children to complete remotely
- Alert teachers to resources they can use to teach their subject

Senior Leaders will:

- Coordinate the remote learning approach within and across school giving support to teachers as needed
- Support teachers by email and in virtual meetings

The Headteacher and Deputy Headteacher will:

- Ensure that staff, parents and pupils adhere to the relevant policies at all times

- Ensure that there are arrangements in place for identifying, evaluating and managing the risks associated with remote learning
- Ensure that there are arrangements in place for monitoring incidents associated with remote learning
- Oversee that the school has the resources necessary to action the procedures in the policy
- Review the effectiveness of this policy on an annual basis and communicate any changes to staff, parents and pupils
- Arrange any additional training staff may require to support pupils during the period of remote learning
- Conduct reviews of remote learning arrangements on a weekly basis to ensure pupils' education does not suffer
- Ensure wellbeing of staff who are balancing remote learning with teaching requirements and ensure support needed is given

The DSL and Family Liaison Officer will:

- Support with regard to contacting vulnerable families and keep up-to-date notes on CPOMS
- Complete relevant social care forms
- Be available to monitor CPOMS in relation to any safeguarding issues that may arise whilst the school is open to children eligible for a place during partial school closure

Parents

Staff can expect parents to:

- Return their child's work for marking within the time slots allocated by the teacher
- Parents who have packs rather than computer-based learning can use their mobile device to take a picture and upload the child's work for marking onto Seesaw / hand into school when complete
- Seek help from school should they need it
- Make school aware if their child is sick or otherwise cannot complete the work
- Be respectful when discussing queries/concerns with staff

Parents are responsible for:

- Supporting their child's learning to the best of their ability
- Ensuring their child is available to learn remotely between the hours of 9am-3.15pm with regular breaks which are reasonable and do not interfere with learning
- Encouraging their child to access and engage with Seesaw and Purple Mash posts from their teacher(s) which will outline all of their learning
- Checking their child's completed work each day and encourage the progress that is being made ensuring that work is completed on time and to the best of their child's ability
- Reporting any technical issues as soon as possible
- Refraining from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Seesaw or Purple Mash platforms
- Contacting the class teacher through the Seesaw or Purple Mash platforms if they require any kind of support
- Ensuring their child uses the equipment and technology for remote learning as intended and being present at all times to monitor internet use

- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only on Seesaw and Purple Mash. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

Children will:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- Try their best to keep up each day with work shared by their teachers through the Seesaw and Purple Mash platforms. The teacher will have been mindful of the time it takes to complete the work and children are expected to spend the same amount of hours learning that they would in a normal school day
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Read daily, either independently or with an adult
- During a partial school closure, consider using any school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

The SENCO is responsible for:

- Liaising with 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 alternative arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period

The School Business Manager is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home
- 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

The Governing Body 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 systems are appropriately secure, for both data protection and safeguarding reasons
- Keep in touch with the headteacher to ensure the wellbeing of staff during the partial closure

Remote Learning Procedure for staff

- Staff will save all documents as PDF's and plan units of work in advance. These will be uploaded to Seesaw and adapted for children to type onto a document.
- If children are directed to a website for their work, the link will be uploaded through Seesaw, including where work is set on Purple Mash
- SEN children will receive differentiated activities for their remote learning, or paper copy if they do not have access to a suitable device
- Staff will consider the below timetable and will include enough activities across the day/week (including Maths and English every day) to ensure children spend sufficient time learning in line with Government guidance
- If staff are required to be at home for any reason, they may be asked to remotely access school via a Zoom into class in order to teach the lesson. Equipment to be kept at home will be discussed and a plan put into place to enable this to happen from home when needed.

Created by: Sandra Beattie

Date: 15th September 2020

Home Learning Timetable

Early Years - Nursery	Early Years - Reception	KS1	KS2
Daily Story/Nursery Rhyme <ul style="list-style-type: none"> Twinkl - Nursery Rhymes PDF Story - Told by teacher or link	Daily Story/Nursery Rhyme <ul style="list-style-type: none"> Twinkl - Nursery Rhymes PDF Story - Told by teacher or link	Reading - comprehension activity <ul style="list-style-type: none"> Twinkl 60 second reads Twinkl Reading Comprehensions Headstart - in T Drive folder 	Reading - comprehension activity <ul style="list-style-type: none"> Twinkl 60 second reads Twinkl Reading Comprehensions Headstart - in T Drive folder
Phonics <ul style="list-style-type: none"> Activity to join in with - Aspect 1-7 - videoed by teacher or link to a video 	Phonics <ul style="list-style-type: none"> Revisit Review - video by teacher and simple phonic worksheets New sound - video by teacher accompanied by worksheet Matching book to read - ppts saved by SB in folder and see RWI free books linked to sounds and provide link for children https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/#	Phonics <ul style="list-style-type: none"> Revisit Review - video by teacher and simple phonic worksheets New sound - video by teacher accompanied by worksheet Spelling <ul style="list-style-type: none"> Twinkl Scheme - include ppt and give LSCWC activity each day + further activity (word search etc) 	Spelling <ul style="list-style-type: none"> Twinkl Scheme - include ppt and give LSCWC activity each day + further activity (word search etc)
Reading/Story Activity <ul style="list-style-type: none"> From Oak Academy - Teacher Hub - Literacy - EYFS - daily activities for each story https://teachers.thenationalacademy/subjects/literacy/key-stages/early-years-foundation-stage	Reading Activity <ul style="list-style-type: none"> CVC words with matching pictures - teaching modelling video) - can be one of the reading books above if introducing new sound that week 	Spag <ul style="list-style-type: none"> Classroom Secrets - ppt and work Twinkl - introductory ppt Twinkl - Revision booklets 	Spag <ul style="list-style-type: none"> Classroom Secrets - ppt and work Twinkl - introductory ppt Twinkl - revision booklets
Writing/Drawing Activity <ul style="list-style-type: none"> This can be set as a verbal activity where you ask the children to write or draw something 	Writing Activity <ul style="list-style-type: none"> Linked to the reading activity as in usual planning Name writing at home 	Writing <ul style="list-style-type: none"> From own resources or from Talk for Writing in Folder - remember activities should be kept short and built on each day to lead to a piece of writing 	Writing <ul style="list-style-type: none"> From own resources or from Talk for Writing in Folder - remember activities should be kept short and built on each day to lead to a piece of writing
Maths <ul style="list-style-type: none"> Counting activity from Dev Matters Curriculum 	Maths <ul style="list-style-type: none"> Ppt and accompanying worksheet with teacher video if needed 	Maths <ul style="list-style-type: none"> White Rose Premium Target Maths Teacher videos (modelling) if needed Twinkl booklets 	Maths <ul style="list-style-type: none"> White Rose Premium Target Maths Teacher videos (modelling) if needed Twinkl booklets
Maths Challenge <ul style="list-style-type: none"> Set children a challenge for the day - this can be a verbal instruction or video - see Classroom Secrets also 	Maths Challenge <ul style="list-style-type: none"> Set children a challenge for the day - this can be a verbal instruction or video - see Classroom Secrets also 	Maths Challenge <ul style="list-style-type: none"> Classroom Secrets White Rose Challenge Cards PDF - Twinkl 	Maths Challenge <ul style="list-style-type: none"> Classroom Secrets White Rose Challenge Cards PDF - Twinkl

Topic/RE/EMM Send children activities linked to your topic / EY curriculum / Autumn etc	Topic/RE/EMM Send children activities linked to your topic / EY curriculum / Autumn etc	Topic/Science/Art/RE <ul style="list-style-type: none"> Oak Academy for remote learning Geography/History etc Twinkl or Planning Bee for paper copy 'Deepening Understanding' Science website or Assoc of Science Education website for planning 	Topic/Science/Art/RE <ul style="list-style-type: none"> Oak Academy for remote learning Geography/History etc Twinkl or Planning Bee for paper copy 'Deepening Understanding' Science website or Assoc of Science Education website for planning
Daily PE The Body Coach TV - Joe Wicks - links below	Daily PE The Body Coach TV - Joe Wicks - links below	Daily PE <ul style="list-style-type: none"> The Body Coach TV - Joe Wicks - links below 	Daily PE <ul style="list-style-type: none"> The Body Coach TV - Joe Wicks - links below
ICT <ul style="list-style-type: none"> ICT games Task given to meet Technology part of Development Matters 	ICT <ul style="list-style-type: none"> ICT games Task given to meet Technology part of Development Matters 	ICT <ul style="list-style-type: none"> Purple Mash - put link to website on Seesaw and ensure children's log ins are in their Reading Records Online safety curriculum to be followed with weekly activity from website below *	ICT <ul style="list-style-type: none"> Purple Mash - put link to website on Seesaw and ensure children's log ins are in their Reading Records Online safety curriculum to be followed with weekly activity from website below *

- Online safety curriculum activities:**

https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/?utm_source=Thinkuknow&utm_campaign=46e6250b3e-TUK_ONLINE_SAFETY_AT_HOME_07_04_20&utm_medium=email&utm_term=0_0b54505554-46e6250b3e-552159455

- The Body Coach TV for kids - must be supervised by an adult if going on You Tube - put this on your instructions on Seesaw**

Workout 1 - <https://www.youtube.com/watch?v=d3LPrhIOv-w&safe=active>
Workout 2 - <https://www.youtube.com/watch?v=SbFqQarDM50&safe=active>
Workout 3 - <https://www.youtube.com/watch?v=pnKCGY9ZocA&safe=active>
Workout 4 - <https://www.youtube.com/watch?v=fAUckPMJKSY&safe=active>
Workout 5 - <https://www.youtube.com/watch?v=rN0h6EZd6TM&safe=active>
Workout 6 - https://www.youtube.com/watch?v=u0_1QBQ8Syk&safe=active
Workout 7 - <https://www.youtube.com/watch?v=5MBEyQIrf0&safe=active>
Workout 8 - https://www.youtube.com/watch?v=N7CX0_7sLTA&safe=active
Workout 9 - <https://www.youtube.com/watch?v=hvJXQT4gowq&safe=active>
Workout 10 - <https://www.youtube.com/watch?v=14ou-fpIEi4&safe=active>

- 67 Quick Literacy Topics and Ideas, Pie Corbett recommended - <https://www.jamithomasconsulting.com/blog>