



St Joseph's Catholic Primary School

Remote Learning Policy

Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Adopted by Governors	
Date	10.03.2021
Review Date	10.03.2022

(signed on hard copy)

Policy Intent

- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class bubble.
- To outline our expectations for staff who will not be attending school due to self-isolation but who are otherwise fit and healthy and able to continue supporting with teaching, marking and planning for pupils.

Every child is expected to attend school from September 3rd 2020. In line with government guidance; pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, persistent cough.
- A high temperature, recognisable by feeling hot to touch.
- A loss of, or change to, their taste and smell.
- Have had a positive result to a COVID-19 test

This policy will outline what will happen when:

- A teacher is not at school;
- A school 'bubble' or greater part of the school is closed;
- Individual children are asked to self-isolate pending the return of test results
- Individual children are asked to self-isolate for a longer time (10-14 days)

Remote learning for pupils

In unprecedented times, we understand that not all children may be able to attend school. We aim to provide appropriate material to allow children that are not able to attend school to continue to learn from home – remote learning – so that no-one need fall any further behind.

We would like to make it clear that this document seeks to inform and guide families and not impose expectations. However, it is important now that all families do try to engage in some level of remote learning. Each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that the circumstances that cause a child to be absent will affect families in a number of ways. In our planning and expectations, we are very much aware of the need for flexibility from all sides:

- Parents, or the absent child, may be unwell;
- Parents may have two or more children trying to access technology;
- Parents may be trying to work from home or may not be able to sit with their child for long periods of time;
- Systems do not always function as they should.

Remote teaching for staff

We anticipate there will be times where staff members may need to isolate. When staff are well, we ask that they work from home. Teachers can prepare work and teach remotely, support staff may prepare other work or teach as reasonably required.

Effective factors in teaching

These factors are what our teachers aspire to, whether teaching live or remotely.

- Ensuring pupils receive clear explanations;
- Supporting growth in confidence with new material, through scaffolded practice;

- Application of new knowledge or skills;
- Enabling pupils to receive purposeful feedback on how to progress.

Resources we will use - this list is not exclusive and will be built upon:

English – SeeSaw, Class Dojo, Lancashire English Units, Cracking Comprehension, Bug Club, Accelerated Reader, Purple Mash, Handwriting repeater;

Phonics – SeeSaw, Class Dojo, Phonics Play, Teach Your Monster to Read, Bug Club;

Maths – SeeSaw, ClassDojo, White Rose Maths, Times Tables Rockstars;

Wider Curriculum - Oak Academy, Charanga (Music), BBC Lessons, Joe Wicks PE;

What to expect when:

1. A teacher is not in school

When a teacher is well, they should continue to plan lessons for the following day. Our teaching assistants are very capable of delivering lessons to cover a short absence. The teacher and teaching assistant will have a conversation at the end of the day with regards to the day's learning. In most cases, the teacher will be able to remotely deliver parts of the day.

When a teacher is unwell for a longer period of time, we will provide a supply teacher to support the class if necessary. However, this is our last option as we believe that the children need the comfort and consistency of the staff they know.

2. A class bubble is closed (this is likely to be for 14 days)

The teacher will plan lessons for each day – an English (including phonics for infant children), maths and 'other' subject lesson. This will be shared through SeeSaw or ClassDojo. If the teacher is unwell, the work pack will be prepared by other staff in school supported by SLT. Paper packs will be available on request.

Virtual video or Zoom learning may include:

- An introductory message to introduce new learning.
- A 'surgery' opportunity, where children (or parents) could drop in if they have a question about learning.
- Teaching new concepts, where the teacher anticipates that children may develop misconceptions or that the adults may be unfamiliar with the methods that are taught in school.
- As a result of ongoing assessment where the teacher identifies that children may need to be reintroduced to the learning in a different way.

In addition, children should continue to work on gaining fluency in multiplication and their related, division facts each day from Year 2 as well as daily reading using the online resources provided. Children, and parents, should upload completed work to the child's portfolio on Class Dojo or SeeSaw. This will enable the teacher to feedback to the children, either individually or by group. Class teachers will respond to messages through ClassDojo.

3. A child is self-isolating (this could be for 10-14 days)

The class teacher will share the work that the rest of the class will be accessing via SeeSaw as far as is reasonably possible. Paper work packs will be available on request. Oak Academy, Charanga, White Rose Maths, Bug Club and Accelerated Reader should all be accessed. Parents can contact the class teacher through ClassDojo for support.

4. A child is self-isolating (awaiting a test result)

We recommend the use of online learning with Oak Academy, Bug Club Reading/Accelerated Reader, Purple Mash and BBC Bitesize during an absence of three days or less. A parents can request work through DoJo and arrange a 'next day' collection of a paper pack from the office if prepared.

Parent/Carer's role:

- Where possible, it is beneficial for children to stick to a regular and familiar routine. We recommend that you stick to the usual breakfast time, choose two lessons to complete in the morning – perhaps with a 'breaktime' outside.
- After lunch, choose another lesson for the afternoon then challenge yourselves to complete the 'Daily Mile' as we do in school!
- Have fun doing something enjoyable together later on then try to stick to a 'school day' bedtime if you can.
- Daily reading is the most valuable thing you can do with your child at home and is the key to success in all other areas of learning. School subscribes to a number of fantastic online reading resources that will mean your child can have a constant supply of books at the right level.
- Should anything be unclear in the work that is set, parents can communicate directly with class teachers via ClassDojo messages.
- We would encourage parents to support their children's work by looking at the work set together, and then making plans about how to complete work. This might include finding an appropriate workspace and encouraging them to try their best.
- We understand how difficult a task it is, to try and educate your child at home. Most of us are parents of young children ourselves and know the struggles of trying to complete your own workload remotely at the same time as encouraging your child to learn! We are here to help you, in any way we can. Please, just ask.