



## 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.

<b>Adopted by Governors</b>	<i>(signed on hard copy)</i>
<b>Date</b>	<b>March 2023</b>
<b>Review Date</b>	<b>March 2024</b>

## **Policy Intent**

- To outline our approach for pupils who will not be attending school due to extenuating circumstances. This could be as a result of;
  - Government guidance, such as we experienced during the COVID-19 lock down. It could be the
  - Closure of school due to extreme weather
  - A long term recovery period for a child with an injury, or;
  - Any other situations that may call for remote learning - this would be assessed as and when they occur.
- To outline our expectations for staff who will not be able to attend school under extreme circumstances but who are otherwise fit and healthy and able to continue supporting with teaching, marking and planning for pupils.

Pupils are expected to attend school daily during term time. We ask where possible that all medical appointments be taken outside of school times. We understand that short term absences can be unavoidable due to illness or other authorised circumstances. In such cases, parents need to notify school on the morning of their child's absence and their expected return date to school. This should be reported to the school office via telephone or through the 'Absence Reporting' function on Parent App. You may also wish to notify your child's class teacher via Class Dojo. For short term absences, remote learning would not be necessary.

## **Remote learning for pupils**

When it is not possible for children to attend school under extreme circumstances, we aim to provide appropriate material to allow children to continue to learn from home – remote learning – so that no-one need fall 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 that all families do try to engage in some level of remote learning, should the need arise. Each family is unique and because of this, should approach home learning in a way that 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 have to go out to work during the day
- 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 not be able to attend school due to extreme circumstances. 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 in front of the children 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. All children are not able to attend school**

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 not able to attend school**

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.

#### **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.