St Patrick's RC Primary School

Fairfield

'May Christ Be Seen In Us'

Remote and Home Learning Policy

Approved Spring 2021

Review Spring 2022

Introduction

At St Patrick's RC Primary School, we have produced the following policy guidance in continuing to provide education via remote learning for our children due to the current COVID-19 Pandemic.

Our expectations of children, staff and parents are clearly described in the detail below in order to ensure that, everyone understands that the safeguarding and well-being of our children in receiving a full and thorough education remains paramount.

Aim

The aim of this policy is to describe the use of pre-recorded videos and live streaming.

Pre-recorded videos and live lessons will be used in the event of an adult or child becoming unwell with Covid-19 meaning a 'bubble' at school must self-isolate and work must be undertaken remotely at home or in the case of a school or national lockdown. This policy will explain the application we as a school have chosen, how it will be used safely and the expectations of all those who use the application will also be made clear.

Application

At St Patrick's, we have decided to use the Microsoft Teams application. We have chosen this application because it best meets the needs of our school and in conjunction with our network provider.

https://bit.ly/30MNl9X - Full guidance and joining instructions for Microsoft Teams

The Application has a number of functions to it. As a school we have chosen to disable the following function:

- Chat function

This is to ensure the full safeguarding of both children and teachers and prevent information or images or inappropriate content being used through the application on these functions.

It is our expectation that as users of the application both children and staff should report any additional problems directly to the Headteacher or Designated Safeguarding Lead around the functionality of this application.

<u>Live sessions</u>

Teachers may deliver their lessons to children who are at home in a 'live' manner. There is no expectation of teachers to carry out live sessions. Microsoft Teams are platforms that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real-time'. Learners will be provided with details sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet. Learners will be provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

<u>Assessment</u>

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

• Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research

• Using the "Comments" function on online documents or Microsoft

• Sending a direct message to learners with specific feedback / targets

<u>Continuous Curriculum</u>

We are committed to ensuring the curriculum is broad balanced and purposeful. The intent of the curriculum is carefully designed to ensure the sequence of learning sets the right challenge and pace to ensure the best opportunities for progression.

We will aim to continue the planned curriculum with some adaption, where necessary, to ensure the teaching online if focused on progress.

It is expected that teachers will provide 4 hours of work per day, on average, across the school cohort.

<u>Behaviour</u>

Supporting good behaviour ensures a productive online learning environment for all of our students. Students are expected to join the remote lesson on time (with the exception of those who are unable to do so for good reason) and behave with respect and courtesy throughout the lesson.

All our teachers follow the Whole School Behaviour Policy with regard to discipline and classroom management. Rules and routines are discussed with students so that they are understood clearly. To be effective they should be:

- Fair and consistent
- Realistic and positive.

Pastoral Support

Teachers will keep in regular contact with the pupils in their class. The school will monitor engagement in online learning and identify if there are any factors that are barriers to learning.

Schools are social communities and where possible the Teacher will try to ensure inclusive and the school will promote materials for mental wellbeing and PSHE for pupils to easily access.

SEND

When delivering remote lessons, teachers will give due regard to the individual learning needs of each of their students. For students with Special Educational Needs and/or Disabilities (SEND), teachers must consider how best to support students with some specific provision and following recommendations as outlined in any Individual Educational Plan (IEP). Students with Special Educational Needs will be included in live lessons where appropriate.

Teachers will work with the SENCo where appropriate to ensure the online learning is adjusted, if necessary, to suit the needs of the students with an EHCP

EARLY YEARS

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways in this policy. For such pupils, it is likely that the priority will be progress in early reading and possibly some early maths.

In order to support the parents of young children, to ensure continued access to appropriate reading books and resources for early readers, teachers will provide learning resources when it is considered as appropriate.

Filtering and Monitoring

As part of our ongoing commitment to the safeguarding of both of our children and staff, the use of the application will be heavily monitored by our ICT lead/department to ensure that any inappropriate use or problems are reported and rectified as soon as possible.

Please ensure that you report any identified issues immediately.

Equipment

The functionality off the application will be disabled or enabled by the school/controller/administrator at the source irrespective of using the school's equipment or your own laptop/computer. Whether you are using your own equipment or the school's equipment we will still seek your agreement to follow and adhere to our school's, 'acceptable use' Policy which highlight's clear expectations of the use of equipment.

Please ensure that you sign appropriate consent forms.

If you require any hardware to access home learning from school, please contact us.

Expectations of Children

At St Patrick's the following expectations are in place and should be signed and agreed by you or your parent/carer on your behalf before any remote learning is provided.

- I will use the equipment and application safely and appropriately at all times.
- I will report any issues of concerns directly to my parent/teacher/school.
- I will be available for my log in and lesson between the hours of 9am and 3pm.
- I will be dressed appropriately.
- I will turn my web camera on and my microphone on to mute. (As per school decision)
- I will not record the session or cause it to be recorded.
- I will seek help from the teacher through email
- I will not have any other person present during the session, except for a parent/carer who is responsible for my supervision in the family home.

Expectations of Parents/Carer

At St Patrick's the following expectations are in place and should be signed and agreed by you as a parent/carer before any remote learning is provided.

- I will support my child in using the equipment and application safely and appropriately at all times.
- I will be available for the supervision of my child and not for observation of the lesson.
- I will not record the session or cause it to be recorded.
- I will not distract, sabotage or detract from my child's learning during the session.
- I understand that the school will take action if they have any concerns regarding mine or my child's behaviour or inappropriate use of the equipment.
- I agree to comply with the school's acceptable use policy as well as this remote and home learning policy.

<u>Expectations of Staff</u>

At St Patrick's the following expectations are in place for staff and are adhered to in conjunction with the school's staff behaviour policy/code of conduct:

- I will use the equipment and application safely and appropriately at all times.
- I will follow the expectations of our school's staff behaviour policy at all times.
- I will be appropriately dressed and in a non-identifiable teaching space throughout the session.
- I will provide online learning between 9am and 3pm.
- I will adhere to GDPR guidelines to maintain the data protection of all information regarding the children I am educating.
- I will report any concerns directly to the Head Teacher/Designated Safeguarding Lead.
- I agree to comply with the school's acceptable use policy as well as this remote and home learning policy.

<u>Safeguarding</u>

Safeguarding remains a top priority at all times. We aim to ensure that all tasks and activities that the students undertake during periods of remote learning are safe. Students are expected to follow carefully the instructions of their teacher during lessons.

It is important for ensuring online safety and developing a work life balance

- Teachers will only communicate through the School base platform
- Staff will not give parents, or students their mobile number or personal email address
- Teachers will be available during their timetabled lesson and will not respond to communications outside normal school hours 9am-3.00pm

During remote lessons, the school learning platform may be used by teachers as a communication tool to deliver lessons and also for pastoral communication with students and/or parents. When using the platform, students are expected to behave as they would in the classroom. This includes:

- Accessing the software in an environment that is quiet, safe and free from distractions
- Ensuring that students are ready to commence the online lesson on time
- Dressing appropriately for the lesson
- Ensuring that additional devices such as mobile phones are switched off for the duration of the remote learning period to avoid distractions and interruptions
- Ensuring that all other applications are turned off so that complete focus can be given to the online lesson
- Displaying intellectual courage during lessons and interacting with teachers and peers in a respectful manner

- Starting every online lesson with the camera turned off and microphone on mute until asked a direct question

All serious safety incidents involving technology will be logged centrally with the Designated Safeguarding Lead. Where a student breaches any of the School rules regarding acceptable use of technology, the relevant Teacher will apply any sanction which is appropriate and proportionate to the breach in accordance with the School's Behaviour Policy. This policy should be read in conjunction with the School's:

- Keeping Children Safe In Education 2020
- E-Safety Policy
- Safeguarding and Child Protection Policy

Where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

Because these platforms enable the creation of simulated or virtual classrooms, it is easier to carry over what we know about effective teaching from the live to the virtual environment. This can include clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

Useful links and publications:

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19