St Francis of Assisi Catholic Primary School 2020-2021

Remote Education Policy

Written: Sept 2020 Review: Sept 2021	**Links with:** • Safeguarding and Child protection policy • Online safety policy	• Behaviour policy • Data protection policy • Acceptable Use policy

Where an individual, a group or a whole class/bubble need to self-isolate, or there is a local/national lockdown requiring pupils to remain at home, the DfE expects schools to have the capacity to offer immediate remote education.

1. Aims

- Ensure consistency in the approach to remote learning for all pupils who aren't in school through use of quality online and offline resources
- Provide clear expectations for staff and parents with regards to delivery of high-quality remote learning
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being
- Support effective communication between the school and families

2. Expectations

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects across the curriculum.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources and/or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- Provide quality marking and feedback, including next steps; and ensure this underpins AfL and informs future planning and teaching.

3. Provision

- Live teaching sessions
- Learning videos
- Online tasks
- Phone calls home
- Printed learning packs

Home Learning Provision & Expectations	
EYFS & KS1	**KS2**
Curriculum	**Curriculum**

EYFS & KS1

Curriculum

Daily:

- Maths (30 mins) (20 mins EYFS)
- Reading (30 mins) (20 mIns EYFS)
- Writing (30 mins) (20 mins EYFS)
- Phonics (30 mins) (15 min EYFS)
- Collective Worship (Ten: Ten)

Weekly:

- Story time (Class novel for pleasure)
- Science (include appropriate investigations)
- PSHE (Jigsaw)
- PE (making use of Joe Wicks etc)
- Creative (Art /outdoor learning)

Websites:

- White Rose (supporting video links)
- Oxford Owl – RWI E-book library (Class Log on)
- Phonics play
- Kahoot

Pupil engagement is to be monitored & recorded with reasonable steps put in place where engagement is not sufficient.

KS2

Curriculum

Daily:

- Maths (45 mins)
- Reading (30 mins)
- Writing/ Grammar (45 mins)
- Collective Worship (Ten: Ten)

Weekly:

- Story time (Class novel for pleasure)
- Science (include appropriate investigations)
- PSHE (Jigsaw)
- PE (making use of Joe Wicks etc)

Websites:

- White Rose (supporting video links)
- Spelling Shed
- Maths Shed
- TT Rockstars

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EYFS & KS1

Contact with children & families

- A weekly phone call to each child/ family (reports made to head teacher if a family are not contactable).
- EYFS to use Tapestry for Remote learning. KS1 to use Google classroom
- Use of 'talk and comment' on GC so that children receive verbal feedback and hear teachers' voice.
- Use of whole class feedback (GC) loops to feedback to children daily.
- Use of Google Classroom stream to communicate with children and encourage peer discussions/ socialising.

KS2

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4. Home - School Partnership

St Francis of Assisi Catholic Primary School is committed to working in close partnership with families and recognises that each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains a structure, which has been given in the weekly timetable and daily learning by the class teacher.

We would encourage parents to support their children's learning, including finding an appropriate place to work and encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school or their teacher to ensure alternative solutions are found. These will be discussed on case-to-case basis.

5. Roles and responsibilities

TEACHERS

- When providing remote learning, teachers must be available between 8.30am-3.30pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:
1. **Setting work:**
- Teachers will set work for the pupils in their classes.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- The work will be available on Google Classroom or Tapestry platform and a daily summary of learning will also be on the school website, for parents.
2. **Providing feedback:**
- Any work completed in the exercise books provided must be brought into school following the isolation period.
- Any work completed online must be submitted to the teacher.
- Teachers are available during the school day via "Contact Your Teacher" for any help or questions.
- Parents will also receive regular phone calls (weekly) to 'check-in' on their child's progress.
3. **Keeping in touch with pupils/parents:**
- If there is a concern around the level of engagement of a pupil, parents must be contacted via phone to access whether school intervention can assist engagement.
- Any complaints or concerns shared by parents or pupils must be reported to a member of SLT– any safeguarding concerns must be referred immediately to the DSL's and recorded on Cause of Concern form.

TEACHING ASSISTANTS

- Teaching Assistants must be available between 8.30am-3.30pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- During the school day, teaching assistant must complete tasks as directed by the class teacher or a member of the SLT, to assist the class teacher as required.

<u>SLT</u>
Alongside any teaching responsibilities, Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school including the monitoring of engagement.
- Ensuring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations *(Refer to GDPR Policy and Safeguarding and Child Protection Policy)*

<u>DSL</u>
The DSL and their team are jointly responsible for managing and dealing with all child protection and safeguarding concerns. For further information, please see the *Safeguarding and Child Protection Policy.*

<u>COMPUTING LEAD</u>
The Computing Lead (with support from IT Technicians) is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

<u>SENCO/LEARNING MENTOR</u>
The SENCO must:
- Liaise with the Computing Lead to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensure that pupils with EHC plans continue to have their needs met while learning remotely; liaising with SLT/HT and other organisations to make any alternate arrangements for pupils with EHC plans.
- Liaise with class teacher to identifying the level of support required for children with SEN to enable them to access education.
- Make regular contact with any vulnerable pupils and provide relevant support

<u>ADMIN/SBM/DPO</u>
- Ensure value for money when arranging the procurement of equipment or technology.
- Ensure that the school has adequate insurance to cover all remote working arrangements.
- Ensure all benefit related pupil premium children have food deliveries.

<u>PUPILS</u>
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if unable to complete work

<u>PARENTS</u>
- Make the school aware if their child is sick or otherwise unable to complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff