

ST ANDREW'S MAGHULL CE PRIMARY SCHOOL

Remote Learning Policy



Together in God's love we learn, inspire and grow

At St Andrew's Maghull CE Primary school we believe that education enhances and can change pupils' lives for the better. We are committed to:

- using a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and is linked to the school's curriculum expectations
- giving all pupils access to high quality remote education resources
- selecting the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and making sure staff are trained in their use
- providing printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognising that younger pupils and some pupils with SEND may not be able to access remote education without adult support and working with families to deliver a broad and ambitious curriculum
- setting assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teaching 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
- providing frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauging 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
- enabling teachers to 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
- planning a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

1. Statement of School Philosophy

The provision of high-quality teaching and learning is at the core of everything we do at St Andrew's Primary school. Our remote learning policy seeks to ensure that this remains to be the case in the event of:

- (i) single pupil self-isolation
- (ii) classes, year groups or 'bubbles' being required to work at home,
- (iii) or whole school closure due to Covid-19.

2. Policy Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (**inc. SEND pupils and disadvantaged pupils**) who aren't in school through the use of quality online and offline resources
- Provide clear expectations of members of the school community with regards to the provision of high quality remote learning
- Secure continuous delivery of the school curriculum
- Support effective communication between school and families and support attendance

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending St Andrew's Primary School*) if absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble if not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons at the start of a week at age appropriate levels and via email and website, and appropriate tasks will be set through paper copies and sent home from school with appropriate people.

4. Content and tools to deliver the remote education plan

Resources to deliver this remote education plan include:

- Online tools for EYFS KS1 KS2 – school website, Times Tables Rock Stars, Dojos, Purple Mash, Phonics Play
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Learning packs for pupils who would find it difficult to access online work
- Use of BBC Bitesize, Oak Academy, Test Base

The detailed remote learning planning and resources to deliver this policy can be found on our class pages on the school website:

It will include hyperlinks to:

- Model Timetable and structure for remote learning
- Curriculum resources

- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- End User Agreements for Class dojo profiles

5. Home and School Partnership

St Andrew's Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Andrew's Primary School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work 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 promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

In line with St Andrew's Primary School e-safety policy we would encourage parents to follow the framework which provides practical steps to support a healthy and balanced digital diet.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Safeguarding During a School Closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's **Child Protection and Safeguarding Policy** still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored.

- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

7. Roles and Responsibilities

Teachers

*Please note: the suggested responsibilities below relate to **where a whole class/bubble is isolating** and would be reduced when it is fewer children isolating and the majority of the class are in school.*

St Andrew's Primary School will provide a refresher training session and induction for new staff on how to use Class Dojo to it's full potential.

When providing remote learning, teachers must be available between 9am to 3.15 pm

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:

- Setting work:
 - Teachers will set work for the pupils in their classes in accordance to agreed guidance from Head Teacher
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Daily work will be set and shared each morning and afternoon
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted by 3pm to be guaranteed teacher response and comments before the start of the next day
 - All wider curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week.
 - Feedback will include a short next steps comment through Dojo or email
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via class dojo and referred to Head Teacher, to access whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between contracted hours.

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 assistants must complete tasks as directed by Deputy Head or Head Teacher.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – *such as through regular meetings with teachers and subject leaders, via Teams or Phone calls or face to face, 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

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- 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

The Inclusion Lead

Liaising with the 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 alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support
- Contacting children in receipt of Pupil Premium funding weekly to ensure adequate support is available

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Local Governing Body

The governing board 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

8. Key Workers

In the event of a shutdown but schools are required to be open for Key Worker children staff will be expected to upload work for their class prior to the school day. Key Worker children will follow the programme set by their own class teacher, no further work will need to be set.

Some days staff will also be on a rota in school.

9. Links to other policies

This policy is linked to our:

- Child Protection and Safeguarding policy
- Behaviour policy
- Data protection policy and privacy notices
- E-safety policy
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements and acceptable use agreements with reference to all digital devices and software such as class dojo.

Annexe 1:

Contingency Planning at St Andrew's Primary School

Scenario 1: In the event of an individual pupil going in self-isolation

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: Office will ask if computer, I pad or digital device is accessible from home. Paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified and the teacher will set work maths, English and curriculum for the child at the end of the school day of the first notification, for the following school day. This will be sent via email if possible.

Step 4: Paper copy – 4 days to be delivered by assigned staff or Head Teacher.

The following home learning activities will be available for pupils who are not able to attend school:

| | | |
|---|---|---|
| 4 day Pack | Activities using online platforms. E.g. Oak academy and Class dojo | Paper based activities for children |
| Nursery EYFS | Activities to engage children for all Areas of Learning Keep communication up with families | Activities to engage children for all Areas of Learning. |
| Reception to Year 2 (Class1 & 2) | Number - maths activity Reading – journal uploaded to class dojo profile Phonics – phonics play daily link on web site under reception and Class 2 | Reading Book (if not already at home) Phonics sheet Handwriting sheets Grammar (Year 2) Wider Curriculum activities-project based linked to topic |
| Years 3 - 6 | Maths activity-white Rose Phonics -phonics play if appropriate TT Rock stars – encouraging daily log in Wider curriculum activity Daily reading logs | Reading Book (if not already at home) Power maths worksheets Grammar worksheets Wider curriculum activities |
| Arrangements for checking the work of children self-isolating | Teacher to check uploaded reading logs, and who has accessed learning daily via class dojo. | Teacher to phone the child's home at the end of the school day (twice a week) to check if learning has been suitable. |
| Arrangements for checking the work of children in isolation longer than 4 days | During school working hours 9 to 12 / 1 to 3.15pm. Except for afternoon when teachers will be taking their PPA to plan for the next weeks activities. | During school working hours 9 to 12 / 1 to 3.15pm. Except for afternoon when teachers will be taking their PPA to plan for the next weeks activities |

Expectation of the parent/carer

We expect parents/carers to support their child's education at home. Online resources and paper activities can be accessed at any time of the day, suitable for the individual family. On the school website (visit your year group) we have given advice on how to engage the child at home and the length of time expected for the child to engage in learning activities. (Paper copies available on request)

Scenario 2: In the event of pupils going into self-isolation, or bubble lockdown or whole school lockdown

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: Office will ask if computer, I pad or digital device is accessible from home. Paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified and the teacher will set work maths, English and curriculum for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copy – 14 days to be delivered by assigned staff or Head Teacher.

The following home learning activities will be available for pupils who are not able to attend school:

| 2week duration | Activities using online platforms. E.g. Oak academy and Class dojo | Paper based activities for children |
|---|---|--|
| Nursery EYFS | Activities to engage children for all Areas of Learning Keep communication up with families via class dojo | Activities to engage children for all Areas of Learning. |
| Reception to Year 2 | Number - maths activity Reading – journal uploaded to class dojo profile Phonics – phonics play daily link on web site under reception and Class 2 Wider Curriculum activities-project based linked to Science , RE and Topic via class dojo and oak academy learning videos- 1 upload per week per subject | Reading Book (if not already at home) Phonics sheet Handwriting sheets Grammar (Year 2) English focus :Talk for writing Wider Curriculum activities-project based linked to topic including big picture/ideas/retention quizzes |
| Years 3 - 6 | Times table Rock stars/ maths activity with white rose math video link Phonics -phonics play if appropriate Spellings Wider Curriculum activities-project based linked to Science , RE and Topic via class dojo and oak academy learning videos- 1 upload per week per subject | Reading Book (if not already at home) Phonics sheet Handwriting sheets Grammar (Year 2) English focus :Talk for writing Wider Curriculum activities-project based linked to topic including big picture/ideas/retention quizzes |
| Arrangements for checking the work of children self-isolating | Teacher to check uploaded reading logs, via class dojo and who has accessed learning online daily via class dojo. (TT Rockstars) Science , RE and Topic via class dojo - 1 upload per week per subject – to be assessed at end of week. HT to cover Monday EYFS and Friday Class 3. | Teacher to phone the child's home at the end of the school day (twice a week) to check if learning has been suitable. |
| Arrangements for checking the work of children in isolation longer than 4 days | During school working hours 9 to 12 / 1 to 3.15pm. Except for afternoon when teachers will be taking their PPA to plan for the next weeks activities. | During school working hours 9 to 12 / 1 to 3.15pm. Except for afternoon when teachers will be taking their PPA to plan for the next weeks activities |

Scenario 3: In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class.

Scenario 4: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

A qualified adult will take classroom responsibilities including remote learning with the support of the TA, as directed by the Head teacher.

Scenario 5: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

In event of this happening the school would hope to identify staff to support the children with their learning. This will initially involve the staff from the same year group, Head Teacher and Deputy Head to lead.

Scenario 6: In the event of a self-isolation / closure, the child will not engage in home learning tasks.

If this happens, we would urge parent/carers to contact school via telephone 0151 526 1378 or email: Gill McCaldon@ldst.org.uk A member of staff will contact you to discuss barriers to learning. This will be done via telephone conversations, emails and class dojo.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Activities can be completed by the child at any time of the day, at a time suitable for the family. The mental well-being of both parent/carers and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.

Suggested Remote Learning Timetable

St Andrew's CE Primary School

| Time | Lesson | Details |
|-----------------|---|---|
| 9.00 to 9.10am | Morning maths / English task | Questions will be uploaded on to class dojo page ready for the start of the day by teacher/school |
| 9.10- 9.20am | Monday whole school worship, School powerpoints, Oak Academy | Power point available from website to view. |
| 9.20-9.45 | Number – Reception - class 2 Time Tables Rock stars Class 3 & 4 | Log on using passwords provided |
| 9.45 – 10.45am | Independent follow up task English Phonics play – Reception/class2 | Talk for writing section for English Log on to phase indicated by class dojo/teacher |
| Break | | |
| 11.00 – 12.00pm | Independent task or Maths | Using White Rose video link and sheets if Math. |
| 12.00 – 12.10pm | Handwriting practice | Using practice sheets |
| 12.10 - 12.30pm | Spelling | Using lists provided |
| Lunchtime | | |
| 1.30pm to 2pm | Grammar | Grammar exercise |
| 2.00 – 2.15pm | Daily Mile / PE challenge | |
| 2.15 – 3.15pm | Afternoon registration / Teacher input Topic (History or Geography) Art, PSHE, MFL, RE, Science) | Upload to class dojo profile by 3.30pm Comments re assessment to be sent by end of week |