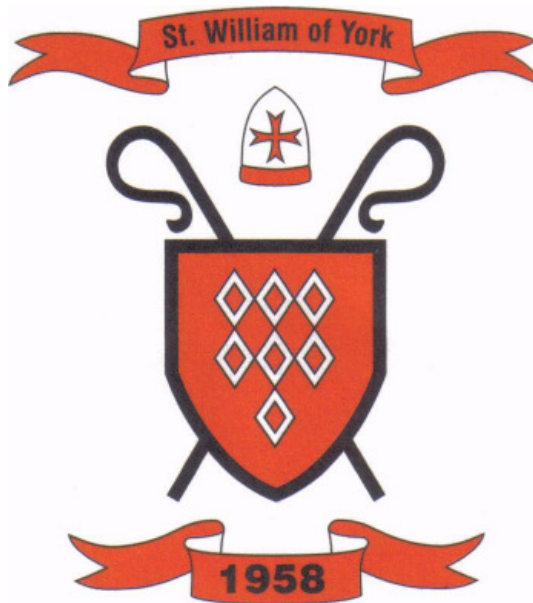


St William of York Catholic Primary School



Remote Learning Policy

Signed: _____ Chair of Governors

Signed: _____ Head Teacher

Date: 3rd March 2022

Review date: March 2024

At St William of York we are committed to providing, for each pupil, the best possible environment for learning, where children feel happy and secure and are able to develop their personality and talents to their fullest potential. In the current, unprecedented situation, we want to ensure that effective learning can take place both in school and if necessary, at home.

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, our school is expected to have the capacity to offer immediate remote education. We have considered how to continue to improve the quality of our existing offer and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we have considered how to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to our school's curriculum expectations.
- Give access to high quality remote education resources.
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

We also recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and we will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we will:

- Set learning activities so that pupils have meaningful and ambitious work each day in a number of different subjects.
- 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 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.
- Enable 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.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. (DFE Primary School Guidelines: 3 hours for EYFS/KS1 and 4 hours for KS2)

We have considered these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid an over-reliance on long-term projects or internet research activities.

This policy has been developed as a result of staff discussion and with the full agreement of the Governing Body.

As a school, we want to support families as much as possible by providing help and support with the disruption to the daily routines that children are currently experiencing, particularly in relation to their learning and education.

We do, however, need to be mindful of the reasonable expectations that we can place on both pupils and staff when they need to work at home.

Remote Learning Platform

Each year group will have access to a Remote Learning Platform. Children in the EYFS will have access to SeeSaw while from Y1 to Y6 children will use Google Classroom.

Children using SeeSaw have an individual QR Code which gives them access to the online learning. Children can do activities and then send them back to the teacher.

For those using Google Classroom, each child has their own username and password which is to be kept confidential.

If an individual child is isolating while they wait for results of a COVID test, a selection of activities for them to work will be provided by the class teacher, this could be in the form of some online learning or homework packs. It is not possible for teachers to provide daily work for individual children in these circumstances as they will still be teaching the whole class in school.

In the event of a group of children or a whole class having to learn at home, the class teacher will set work daily. This work will be aligned as closely as possible to the planned curriculum.

Teachers will make daily contact with the children via a GoogleMeet. The purpose of this is to ensure the expectations for the day's learning are clear and that the children know how to complete the work. New learning may be introduced via a voice-over powerpoint or a short video lesson (either created by the teacher or sourced from an appropriate online site such as Oak Academy). There is no expectation for teachers to teach live online.

Many of the programs we use do not require children to upload work and can be marked automatically (For example MyMaths). The children have been provided with a home learning exercise book which can be used to record answers and for extended writing etc. Once the child has completed the tasks assigned they then need to click 'Hand It In' so the teacher can see that they have completed the work.

We are conscious that not everyone has the facility to upload completed work however, if this is possible, teachers will give feedback in line with our school's marking and feedback policy.

In order to get the most out of this home-learning provision, we do ask that the following protocol is adhered to:

- Children should only communicate with their teachers during school hours to submit or query work.
- Any communication should be responsible and related to home learning.
- Parents should refrain from using this method of communicating with teachers.
- Parents who wish to contact members of staff should do so through traditional channels of phoning or e-mailing the school office admin.stwilliamofyork@schools.sefton.gov.uk

- In order to access the on-line resources, children will need their Google Classroom log-In details. If they do not have these, then please could you inform school so that we are made aware and can offer support.
- We know that not all students will have access to a PC or the Internet. If this is the case, then please inform the school and we will look into how we can support you. (The school has a number of laptops which it can lend out but these are limited. Parents will also need to sign an agreement prior to borrowing any IT equipment). Home Learning packs will also be available should that be the preferred method of learning.

Protocols for Google Meet

When you log in to the meeting, please make sure your microphone is on mute. You can do this by clicking on the little microphone icon at the bottom of the screen.

To keep everyone safe:

- Make sure that the background is appropriate, in a safe and appropriate place, with no bedrooms or inappropriate objects/information visible
- Make sure that you are appropriately dressed-proper clothing not pyjamas!
- Make sure that everyone else in the family knows you are 'meeting' so that they don't inadvertently disturb in an inappropriate way. Adults must not be 'on camera' during the Meet.
- Keep your microphone on mute and if you wish to speak, raise your hand.
- These meetings cannot be recorded by external participants

STAFFING : Roles and responsibilities

The Governing Body

The Governing Body in co-operation with the Headteacher is responsible for developing and reviewing this policy and has statutory duties. The Governors have a commitment to provide the best possible provision for all children including those with SEND and to ensure that they receive their curriculum entitlement.

The Head Teacher

The Head Teacher, has responsibility of the day-to day management of all aspects of the school's work, including home learning provision. The Head Teacher will keep the governing body informed and work closely with the senior leadership team. Together they will monitor the quality of provision and will be responsible for safeguarding.

The Class Teacher

Teachers are responsible for implementing this policy, ensuring that daily activities are appropriate and that home learning provision meets the aims of this policy. They are the first point of contact for parents who have concerns about any aspect of their child's progress online.

Teaching Assistants

Teaching Assistants (TAs) are employed by the school sometimes specifically to support a child with a statement of educational need, in –line with the recommendations. While they may not be involved in the planning or delivery of online lessons, they may be required to support by contacting families to monitor engagement. They may also have a role to play in finding suitable online resources.

STAFF TRAINING

Staff are encouraged to attend training/courses that help them to acquire the skills needed to work with our home learning platform. The School's INSET needs will be included in the School Development Plan.

INCLUSION

This policy builds on our School Inclusion Policy which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive in its ethos. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN to allow them to take a full part in the life of the school, including home learning activities.

RESOURCES

The school uses SeeSaw in the EYFS and Google Classroom from y1 to y6 as its online platforms. While it is not possible to list all resources used by teachers, staff must quality assure provision and make sure that any resources are appropriate.

EVALUATING THE SUCCESS OF OUR REMOTE LEARNING POLICY

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

Pupil progress will provide evidence for the success of the Home Learning Policy and this will be analysed carefully through:

- Consideration of individual success in meeting targets
- Scores achieved on standardised tests.
- The work in pupils' home learning books.
- Evidence generated from meetings with parents and pupils.
- Records kept by teachers
- Information from online providers.

The policy will be reviewed every two years or before if necessary and up-dated in the light of new developments.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers

- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows targets being met.

Pupil progress both at home and in school will be monitored by class teachers using a variety of methods such as marking, regular quizzing and online tests.

PARTNERSHIP WITH PARENTS

St William of York Catholic Primary School firmly believes in developing a strong partnership with parents and that this will enable children to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy
- ICT, internet and Online safety policy

POLICY REVIEW

The school considers the Home Learning Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice every two years or before if necessary. The outcomes of this review are used to inform the School Improvement Plan.

Appendix 1 – Y1 to Y6 Google Classrooms

Example of a weekly timetable

(DFE Primary School Guidelines: 3 hours for EYFS/KS1 and 4 hours for KS2)

	9.15 am	9.30 – 10.30 am	Break	11.00 – 12 pm	Lunch	Timings dependent on Key Stage	
Monday	Live Google Meet/Register	English		Maths		Basic Skills (Num/Lit)	Science
Tuesday	Live Google Meet/Register	English		Maths		Basic Skills (Num/Lit)	History
Wednesday	Live Google Meet/Register	English		Maths		Basic Skills (Num/Lit)	Art/DT
Thursday	Live Google Meet/Register	English		Maths		Basic Skills (Num/Lit)	Science
Friday	Live Google Meet/Register	English		Maths		Basic Skills (Num/Lit)	History

- *Literacy and Numeracy will be taught in the morning while there may be some slight differences in what each year group teaches in the afternoon.*