



# **St. Mary's and St. Benedict's R.C Primary School**

## **Remote/Blended Learning Policy Autumn 2020**

## Contents

1. Introduction
2. Aims
3. Section One: Remote Learning Strategy
4. Section Two: Safeguarding, Health and Safety
5. Section Three: Subject Specific Information and Resources

### Introduction

During the school closures in response to the coronavirus (COVID-19) outbreak in the UK, schools found they had to quickly adapt to providing pupils with learning opportunities they could access from home. Over the course of the subsequent lockdown period, school leaders and teachers had to develop systems for delivering home learning to their pupils for a significant amount of time. Now that schools have reopened to all pupils and classroom learning is returning largely to 'normal', it is more important than ever to have a plan in place to support any potential home learning for classes, year groups or the whole school, should a need to isolate or close again happen during the ongoing pandemic.

To be fully prepared in the event of future closures, partial closures or isolation of bubbles, St. Mary's and St. Benedict's R.C Primary School has carefully considered, consulted on and developed this policy for remote learning. The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to attend school. The policy outlines how teachers and other school staff will work to provide remote learning, whether they are delivering blended learning through the provision of both in-school and online lessons, or only accessing online home learning.

## Aims

The aims of this policy are in line with current government guidance on schools reopening from September 2020. The specific aims are:

- to plan and outline how and when the remote learning policy will be implemented in St. Mary's and St. Benedict's R.C Primary School;
- to support all pupils in their access to high-quality remote teaching and learning;
- to provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on submitted work;
- to anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety;
- to make staff roles and responsibilities clear in relation to remote learning;
- to declare the software and online tools approved for use by St. Mary's and St. Benedict's R.C. Primary School to support remote learning;
- to declare how and when St. Mary's and St. Benedict's R.C Primary School will support the delivery of home learning.

### **Circumstances where this policy will become operational**

The systems and procedures outlined in this remote learning policy will come into effect under any of the following circumstances

- a pupil, groups of pupils, class or bubble are required to self-isolate at home
- in the implementation of a local area lockdown and subsequent school closure
- if a member of staff is required to self-isolate but able to work from home and is planning for cover in school

## **Section 1: Remote Learning Strategy**

### **Access to Remote Learning**

Work will be platformed on St. Mary's and St. Benedict's school website under each class page. Children have been directed to this page in school in readiness for the need for Remote Learning. Purple Mash will be used as a tool to enable both parents/children to email the class teacher for clarification, support or to post work, and for teachers to contact parents /children directly. This will be through the 2Email program or through commenting on the 2Dos. As the class teacher may still be teaching in school, they will respond as soon as they are able to do so. Children and parents have login/username codes which can be found in individual reading records. Children are familiar with Purple Mash using it as part of ICT lessons in school.

### **Lesson sequences, content, and planning**

Teachers will plan an English, Maths, and additional subject daily, with additional 2Dos using Purple Mash set across the week. Children may be directed to other websites, for example Oak National Academy or LCC units. Likewise, to videos, for example, BBC Bitesize, for short video clips/stimulus. These will be in line with the objectives being taught in school. The objectives covered may be consolidation of existing learning or new learning as identified by the class teacher.

### **Pupil and parent engagement**

To allow teachers to monitor the learning taking place, and make amendments as necessary, children/parents are expected to send evidence of one completed Maths, English, and Purple Mash task over the week. This can be done through attaching a picture of the work using the 2Email program on Purple Mash. We recognise that everyone may not have access to the internet. Parents have been directed to complete a form identifying whether their child has access to the internet, to inform class teachers when they are planning and delivering the work.

### **Building independent skills**

Homework for each class is found in the homework folder on each class page, which children are directed to weekly at school. Children will be expected to continue to follow the expectations outlined in the homework policy for reading, spelling, and times tables/mental maths tasks. There are additional websites for games and online sites that the children can independently access, in addition to the work set, on each class page.

### **Roles and Responsibilities**

#### **Teachers:**

To plan and deliver high-quality remote teaching and learning

To assess and adapt planning

To respond to emails requesting assistance or clarification

#### **Parents:**

To support children when completing Remote Learning

To email a picture of a completed Maths, English and Purple Mash task each week (or send the equivalent of any alternative work provided due to lack of internet in to school each week)

To email the teacher for support or clarification

## Section 2: Safeguarding, Health and Safety Considerations

### Security and Online Safety

Teachers will identify and use websites/video stimuli that provide a safe learning environment for children and will monitor any emails sent on Purple Mash between children. Parents can access information about Purple Mash and internet safety on the school website. Parents are advised to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. Parents are encouraged to familiarise themselves with online safety advice:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

### Safeguarding and Wellbeing

Teachers will monitor any concerns for wellbeing of pupils, families and staff, reporting concerns to the school Caritas worker (Michelle Wild) and Head Teacher; and any Safeguarding concerns to the DSL (Mrs C Ashbrook) and/or Deputy DSLs (Miss J Mercer and Mrs Hackett) in line with the School Safeguarding Policy.

### Vulnerable and SEND children

School will notify the child's social worker (if they have one) and agree the best way to maintain contact and offer support to the vulnerable child. The SENDCO will regularly check whether the vulnerable child is able to access remote education support, and will support them to access it (as far as possible). Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this and whether it can be accessed remotely, for example, online teaching and remote sessions with different types of therapists. For SEND children, class teachers will use their knowledge of the child and how the pupil's needs can be most effectively met to ensure they continue to make progress with the tasks set, even if they are not able to be in school due to self-isolating.

### Workload

Teachers are expected to respond to emails requesting support or clarification within the hours of a normal school day and assess the requested amount of work emailed to inform future planning. Teachers are to inform Key Stage Leads/SLT if there are concerns regarding undue demands/unnecessary workload. On return to school, teachers are to use any work completed in books as an assessment for future planning/intervention grouping. They are not expected to mark individual work.

### **Section 3: Subject Specific Information and Resources**

Teachers will plan for an English, Maths, and an additional subject daily. Additional Purple Mash tasks will be set across the week which will focus on areas identified by the class teacher and which may include: GPS, Guided Reading, times tables/mental maths or a foundation specific focus.

Children will be directed to websites and materials to aid learning. Additional websites are on each class page for children to explore.