Remote Learning Policy

This policy has been written to outline Holy Family Catholic Primary School's intention to support Teaching and Learning whilst schools are only open to pupils whose parents are classed as key workers and vulnerable children but all other pupils must stay at home for remote learning during the Covid-19 pandemic.

It is the right of all pupils and members of the school community to have access to high quality learning, experienced through high quality teaching. The challenge is to ensure pupils are still able to access work at home whilst not at school. At Holy Family Catholic Primary School, staff will sequence learning into units which are planned carefully. Work will be regularly revisited and retrieved to ensure that it is retained in the long-term memory and is transferable to different concepts and ideas and supports new learning.

With this right comes shared responsibility.

- We will work together towards a common goal, providing distance learning as best we can whilst pupils are not at school due to the pandemic.
- Links will be made between staff, pupils, parents and the community via Class Dojo, our website, text messages and emails.
- We will all be open, respectful, show kindness and extending this throughout our community.

Our aims

We aim to provide an inclusive curriculum that ensures every individual has high expectations of themselves and others. Pupils will be provided with work that is befitting of their age and ability.

- To provide a link between home and school so that pupils and parents can share information, work and ask questions when needed.
- To support all stakeholders during the pandemic and uphold our open-door policy remotely. Signpost health and well-being resources and guidance to look after peoples' mental health and well-being, as and when required.
- To provide an online education using Class Dojo as the main resource; pupils are set work by their class teacher planned from the National Curriculum.
- To ensure this consistency, Maths and English will continue to be set on topics that are appropriate to the year group. These will be based on key objectives that have been identified to be taught over the course of the term.
- Key worker and vulnerable children in school will be provided with access to remote learning so they are doing the same as the children not in school.
- To provide alternative work for families not online or with limited access (or no access) to IT devices via paper based activities *or* provide with a device where possible.

- Work is in line with the National Curriculum but may need adapting to make it accessible remotely. School acknowledges that not all work will be completed at home, as we need to consider health and well-being and other family commitments. Therefore, staff will prioritise work to ensure pupils have access to a range of work but especially basic skills.
- Staff will encourage reading daily and younger children will be asked to complete phonic lessons.
- Where possible, we encourage pupils to work for chunks of time appropriate to age. There should be opportunities to take breaks and do other activities throughout the day. Where possible, work in a quiet place in the house free from loud music and interruptions. When working at a screen it is best to sit at a table if possible.

There may be times when it is appropriate to complete some other work if the child needs a break. This could include things such as: completing a reflection as a family; play a board game; cook something together; do some drawing or painting; read or share a book. There are loads of ideas online for this which we will signpost families to.

Information for specific year groups

EYFS & **Year 1**

Appropriate tasks will be put on to Class Dojo and responded to either by the class teacher or the support staff in the class as soon as is possible after it is uploaded to their Class Dojo portfolio. Learning through play is also vital at this age so we would encourage activities such as: art, exploring nature, dressing up, using Lego, reading, counting money, looking for shapes, board games, jigsaws, etc. Sharing a reading book and listening to stories is an essential part of the school day and should be mirrored at home. Year 1 pupils may have missed out on vital learning through play experiences during the first lockdown but this is still important for their development and we would encourage you to allow time for these extra activities throughout the day.

Year 2/3/4

Pupils in these years should complete online learning tasks as set on Class Dojo by the teacher. This should be at their own pace, ensuring there are regular breaks. The work will again be responded to by the class teacher or support staff as soon as is possible after it is uploaded to their Class Dojo portfolio. Please allow daily time for reading and encourage writing at every opportunity! Practising times tables and developing quick recall will help them in all maths as they move through the school. Learning through other activities, other than online, is just as important.

Year 5/6

By this age, pupils should be able to sustain concentration for longer. They will be able to complete many of the online tasks which will be set on Class Dojo and responded to by the teacher (or support staff) as soon as is possible after it is uploaded to their portfolio. They should be able to, with some support, organise their own learning. Again, daily reading is important, as is encouraging writing. Most pupils should be able to recall their times tables

quickly but it is still important to maintain fast recall. Again, other activities are just as important. Learning skills such as cooking and ironing will support children in later life.

Teachers may use pre-recorded video input where appropriate but in the interest of equality, live lessons will not take place as not everyone will be able to access them at the same time and teachers will be in school with key workers on a rota basis.

As well as tasks set on Dojo, we may use other resources including:

Maths

- White Rose
- LBQ (Y2-6)
- TT Rockstars (Y2-6)
- Mangahigh (KS2)
- Purple Mash
- https://corbettmathsprimary.com/
- https://myminimaths.co.uk/
- Oak National Academy - https://www.thenational.academy/
- https://mathigon.org/polypad – site with lots of virtual manipulatives on to signpost children to

Reading

- https://home.oxfordowl.co.uk
- https://www.getepic.com/app/edu-dashboard
- https://readtheory.org
- Oak National Academy – https://www.thenational.academy
- LBQ (Y2-6)
- Literacy Shed

Writing

- Literacy Shed
- https://www.pobble365.com/
- https://www.talk4writing.com/home-school-units/
- Oak National Academy - https://www.thenational.academy/
- Purple Mash
- LBQ (Y2-6)

RE

- https://cafod.org.uk/Education/Primary-teaching-resources/Home-learning-primary
- RE:Quest - https://request.org.uk/
- https://request.org.uk/restart/ - child friendly overview of the Bible

Science

- Developing Experts - https://www.developingexperts.com/
- Explorify - https://explorify.wellcome.ac.uk/
- Oak National Academy - https://www.thenational.academy/

- LBQ (Y2-6)
- Purple Mash

Humanities

- Oak National Academy - https://www.thenational.academy/
- Purple Mash

PE

- PE Hub - https://thepehub.co.uk/

MFL

- Duolingo - https://schools.duolingo.com/

Art

- https://www.artyfactory.com/

Computing

- Purple Mash
- https://code.org/learn

PSHE

- Jigsaw

Celebrating Success

Just as we do in school, it is important that we celebrate success. We encourage parents to praise their child for the work they achieve and if use Class Dojo to message class teachers with queries or to upload completed work.

Holy Family Catholic Primary School understands the importance of working with our community at this time. We will be exploring opportunities to offer support and celebrate our school as part of the Holy Family community.

Roles and responsibilities as follows

Teachers

- Setting work for their own class as well as providing a tailored home learning package for any children in receipt of an EHCP.
- Ensuring that there is a range of work set to include reading, writing, maths as well as a range of foundation subjects that pupils can chose from to extend their learning.
- Teachers should follow standard safeguarding protocol with all safeguarding concerns, reporting them to the DSL or a DDSL and logging the information on the school's recording system.

- Teachers should not respond to messages from parents and children outside of working hours.

Teaching assistants

- Supporting pupils with learning remotely as and when required depending on the circumstances i.e. if whole class is self-isolating not for just one pupil unless linked support for EHCP needs.
- SEND Teaching Assistants, should make contact with their 1:1 child when appropriate in order to 'check in' with the family and offer support.
- SEND Teaching assistants should offer support to the family in how to complete the work set as well as offering any further guidance about what else could be completed

Filming pre-recorded lessons or meetings with staff and external agencies, parents, and pupils:

- Dress code – All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times.
- When attending professional meetings staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location and that conversations are in a suitably private area where they cannot be overheard.

General queries about home learning should be dealt with by the class teacher in the first instance and conversations that go further than this should be logged on CPOMS. Concerns about SEND or PP children should be forwarded to Mrs Burn and Mr Harding respectively.

Senior leaders

- Coordinating the remote learning approach across the school and ensuring everything is communicated with parents effectively.
- Monitoring emails and feedback from parents regarding home learning and responding as appropriate.
- Ensuring that the home learning links on the website are updated and reflect current guidance.
- Monitoring staff wellbeing to ensure they are overloaded with remote

Designated safeguarding lead

• The DSL is responsible for: Ensuring that all within the school follow the school's safeguarding policy including the latest amendment's and communicate any changes to this guidance. Ensuring that all staff have read the updated policy and aware of the implications of home learning.

Pupils and parents

- Seek help if they need it, from teachers or teaching assistants through messaging on Class Dojo.
- Parents to make the school aware if their child is sick, particularly if the child was due to come into school.

- Make the school aware if there are any changes to the welfare or circumstances of the child or family that the school need to be aware of.
- Seek help from the school if they need it with regard to work or any other support. There is a wealth of information on the school website including information about the curriculum and the class learning on the school website.

Governing body

- Monitoring the school's approach to providing remote learning to ensure education remains as high-quality as possible
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

Safeguarding

- Staff should address concerns to the SLT and issues with their own workload or wellbeing.
- Staff should address their concerns to the School Business Manager any concerns about data protection.
- Staff should address their concerns to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead any concerns about e-safety. These should also be logged on CPOMS
- Parents should address any concerns regarding safeguarding to the DSL (Designated Safeguarding Lead) Mrs Summers-Breeze or DDSL (Deputy Designated Safeguarding Lead) Mr Harding.
- Parents should ensure that the devices used by the children at home are monitored and child safety locks are in place to prevent unwanted pop ups or websites that are undesirable.

Date: January 2022

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