



ST CHARLES'
CATHOLIC PRIMARY
SCHOOL

REMOTE EDUCATION POLICY
DURING COVID 19

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<u>To be agreed</u>	<u>REVIEWED: OCTOBER 2020</u>	<u>NEXT REVIEW: SEPTEMBER 2021</u>

Our Mission at St Charles' Catholic Primary School is to...

LOVE, LEARN, GROW TOGETHER

St. Charles' Catholic Primary School

Statement of Philosophy

St Charles' Catholic Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Provide clear expectations of members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and online meetings)
- Support effective communication between the school and families and support attendance

Who is this policy applicable to?

- A child (and their siblings if they are also attending St Charles' Catholic Primary School) is 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 is 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 and not to all at the start of week

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 and KS2 (Class Dojo, Google Classrooms and Zoom), as well as for staff CPD.
- Use of Recorded video (or Live Video if used) for Morning Registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, RWI sounds videos, Third Space Learning, White Rose Maths, Read to Write, Steps to Read and Come and See Home Learning
- Model Timetable and structure for remote learning (Appendix 2)
- Downloadable Printable Documents
- Curriculum resources
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video

Home and School Partnership

- St Charles' Catholic 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 in order to suit their individual needs.
- St Charles' Catholic Primary School will provide an online training session and induction for parents on how to use Class Dojo and Google Classrooms as appropriate and where possible, provide personalised resources.

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Charles' Catholic 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 the school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.
- In line with St Charles' Catholic Primary School's 'digital charter' we would encourage parents to follow the 'digital 5 a day' 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.

Roles and Responsibilities

Teachers

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 Charles' Catholic Primary School will provide training and induction for new staff on how to use Class Dojo and Google Classrooms. When providing remote learning, teachers must be available between 9.00am-3.20pm. 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
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Teachers in EYFS will set work on Tapestry
- Teachers in Y1-2 will set work on Class Dojo
- Teachers in Y3-6 will set work on Google Classrooms

Providing feedback on work:

- English and maths - all completed work submitted by 1.00pm to be viewed and responded to by the teacher.
- All curriculum tasks submitted by 3.30pm - teachers will comment at the end of the week as per the marking policy.

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 phone to access whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account **charles-ao@stcharlesliverpool.co.uk**
- 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 Mrs R Dean or the DDSL Mrs R Battersby

Teaching Assistants

- Teaching assistants must be available between 9.00am-3.20pm
- 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 a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring 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

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.

The SENCO

The SENCO is responsible for:

- 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.
- Identifying the level of support required for SEND child

The School Business Manager

The School Business Manager is responsible for:

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

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
- Be respectful when making any complaints or concerns known to staff

Governing Board

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

Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Class Dojo and Google Classrooms

St Charles' Catholic Primary School – Appendix 1

Contingency Plan for the education of all pupils at St Charles' Catholic Primary School during Covid-19

Scenario 1: In the event of an individual pupil in 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 Google Classrooms/Class Dojo is accessible from home, if not paper copies will be arranged to send home the next day.

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

Step 4: Paper copy (2-week package) to be delivered by SLT staff.

Scenario 2: 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 from the class who are in isolation, homework activities and weekly planning for the rest of the class. A qualified adult will supervise the class.

Scenario 3: 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 LSA.

Scenario 4: 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. If this could not happen, it may result in the children having limited access to teaching during the day.

Scenario 5: 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 the school via telephone 0151 727 5830, email charles-ao@stcharlesliverpool.co.uk or Class Dojo. A member of staff will contact you to discuss barriers to your child's learning. The SENDCO (Mrs J McKinstry) may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

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/carer 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.

What 'remote learning' can I expect from St Charles' Catholic Primary School?

The information below is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. Learning will be in the form of presentations, videos, worksheets, tasks, activities and games will be uploaded to Google Classrooms or Class Dojo.

The government's Oak Academy online lessons can also be used for remote learning for every year group, covering a wide range of curriculum objectives. <https://www.thenational.academy/>

<p>My child (and their siblings if they are also attending St Charles' Catholic Primary School) is absent because they are awaiting test results and our household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.</p>	<ul style="list-style-type: none"> • Maths lessons following on/mirroring the maths being covered in the classroom at that time. This may be a combination of White Rose Maths presentations and worksheets used in the classroom. Answers will be provided for self-marking at home. • English tasks for KS2 following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' online to your child's class teacher for marking. • RWI Phonics tasks for Reception and KS1 to work on the sounds your child will be missing. This may be a combination of online videos, presentations, books and games used in the classroom. • Topic task(s) following the lessons being covered in class that week. This may be presentations from the lesson along with resources/worksheets. If the lessons being taught in class are not able to be delivered remotely – for example, it requires additional resources which may not be available at home then alternative 'topic' learning will be set which may make use of the Government's 'Oak Academy' lessons.
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<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</p> <p>We enter another 'lockdown' with total school closure.</p>	<ul style="list-style-type: none"> • Maths lessons following on/mirroring the maths being covered in the classroom at that time. This may be a combination of White Rose Maths presentations and worksheets used in the classroom. Answers will be provided for self-marking at home. • English tasks for KS2 following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' online to your child's class teacher for marking. This will include reading, writing, grammar and spelling. • Small group video learning which will look different depending on the age of the children. This may be reading sessions, maths sessions or writing sessions delivered by the class teacher*. The sessions will run throughout the hours of the usual school day in small groups. The frequency of when your child's sessions will occur will be communicated by your child's class teacher via Class Dojo. All sessions will be set up through Google Meet inside your child's Google Classroom. • Topic task(s) will be uploaded for children to complete and hand in virtually. This will be lessons your child would have had in class this term which can be most easily adapted to remote learning. • 1:1 support if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls/video chats with your child's 1:1 support. They will usually be expected to complete the learning set.
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* The video learning sessions will not be facilitated by your child's class teacher if the teacher is the one experiencing Covid symptoms and the reason for the bubble closure. We know our parents will understand that the health and wellbeing of our children, families and staff is paramount.

St Charles' Catholic Primary School – Appendix 2

Suggested Timetable for EYFS

	9.00-9.15	9.15-9.30	10.00-11.00	11.00-12.00	13.00-13.15	13.15-14.30	14.30-15.00	15.00-15.10
Daily	Morning Register	RWI Virtual Classroom	Maths	English	Afternoon Register & Story	Daily Challenge	RE PSHE	Daily Prayer

Suggested Timetable for Key Stage One

	9.00-9.10	9.10-9.30	9.30-10.30	10.45-12.00	13.00-13.15	13.15-14.15	14.30-15.00	15.00-15.10
Daily	Morning Register & Maths Skills	Phonics RWI video	Maths*	English*	Afternoon Register Reading & Handwriting	Topic	RE PSHE	Daily Prayer

Suggested Timetable for Key Stage Two

	9.00-9.15	9.15-10.15	10.30-11.00	11.00-12.00	13.00-13.30	13.30-15.00	15.00-15.10
Daily	Morning Register & Maths Skills	Maths*	Steps to Read	English*	Afternoon Register & Spellings	RE & Topic (the following to be taught throughout each week) 2 x RE/PSHE 1 x Science 1 x History/Geography 1 x Art/DT/Music	Daily Prayer

Teachers will aim to provide whole class teaching/instructions for 15 minutes at the start of English, Maths, RE and Topic lessons. If a parent has more one child in the same key stage, teachers will aim to be flexible within the allotted lesson time regarding the timing of whole class inputs.

*Each class to be divided into three groups for English and Maths with further five to ten minutes support/guidance within the allotted time from the class teacher and/or learning support staff.

Children and their parents will be notified of their groupings at the start of remote home learning.

Suggested Group Times for English and Maths

<u>Suggested Group Times for Key Stage One</u>		<u>Suggested Group Times for Key Stage Two</u>	
Maths	Group 1 = 9.35-9.45 Group 2 = 9.50-10.00 Group 3 = 10.05-10.15	Maths	Group 1 = 9.35-9.45 Group 2 = 9.50-10.00 Group 3 = 10.05-10.15
English	Group 1 = 11.05-11.15 Group 2 = 11.20-11.30 Group 3 = 11.35-11.45	English	Group 1 = 11.05-11.15 Group 2 = 11.20-11.30 Group 3 = 11.35-11.45