

**ST PAUL'S CATHOLIC  
PRIMARY SCHOOL**



**Remote Learning Policy**

**2022-23**

**Headteacher - Miss S Rowe**

## **Introduction**

During a period of long term closure, staff at St Paul's Catholic Primary School will continue to provide education and support to our children using remote learning. Learning will be conducted using Google classroom and Class Dojo which will be supported with paper packs. This will allow staff to keep in daily contact in a professional and confidential manner with their class. Teachers will schedule learning in a manner that does not overwhelm our children. Teaching and learning will be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children and families.

## **Flexibility of Learning**

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology;
- teachers may be trying to manage their home situation and the learning of their own children.

It is essential our children link to their class and teacher through Google Classrooms daily so we will provide chromebooks for children who do not currently have access to suitable devices.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

## **Expectation Management:**

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. In order to keep children in a routine and to enable them to make the best possible progress, all learning that is set will have a clear deadline. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

## **Teaching Staff will:**

- Share teaching and activities with their class through Google Classroom and Class Dojo;
- Set a minimum of 3 hours daily for Reception and Key Stage One and a minimum of 4 hours daily for Key Stage 2;
- Continue providing materials in line with current, extensive planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through Google Classroom only;
- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 am - 3.15pm, Monday to Friday;

- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- Take regular breaks away from the computer to engage in other professional duties as much as circumstances allow e.g. Policy Development;
- Be mindful of vulnerable families, and those potentially vulnerable, signposting to early help where appropriate;
- Raise concern to DSL/DDL if communication stops with individual children and their families;
- Support those families eligible for FSM by ensuring they still receive their entitlement;
- If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages on the Google Classroom or Class Dojo during this time may be less frequent.

#### **Children will:**

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- To engage in a minimum of 3 hours daily for Reception and Key Stage One and a minimum of 4 hours daily for Key Stage 2;
- **Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;**
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult.

#### **Parents will:**

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage daily with Google Classroom or Class Dojo posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Google Classroom or Class Dojo;
- Know they can continue to contact their class teacher as normal through Google Classroom, Class Dojo or via email if they require support of any kind;
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of the mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

**N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only on our secure Google Classroom. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.**

## **English**

**Writing** - We understand the importance of keeping learning as similar to classroom learning as possible. With that in mind, we will be following Jane Considine's live lessons daily which mimic the structure of our English lessons in school. Each lesson looks at a plot point which is a smaller part of a story. Each lesson is divided into three parts: initiate, where the children gather ideas and collect words or phrases they want to use in their writing (we call this the thinking side), model, where the teacher models a high quality sentence and enable, where the children use the model and gathered ideas to create their own sentence (we call this the writing side). The live lessons will include writing models for the children to adapt.

**Reading** - KS2 will have access to Accelerated Reader at home where they can quiz on books they have read. KS2 will also have access to our online library which has Accelerated Reader books.

**Phonics** - For those children still accessing our RWInc phonics programme, a daily speed sound session will be shared via Google Classroom.

**Spelling** - links to online spelling games will be shared daily.

## **Mathematics**

We have made the decision to use the White Rose Maths materials to deliver our maths curriculum during a period of lockdown. These high quality materials have been carefully produced to guide the children through the necessary small steps to be successful and the daily videos will offer the explanation required for the children to fully understand the content of the material. Class teachers have carefully mapped out the sessions so they match with our long term planning in maths and we are confident they will deliver the same ambitious expectations we currently have in school.

## **RE**

We use a scheme called Come and See for our RE teaching. Each unit of learning follows the same process: Explore, where the children begin to look at the theme of the unit in their own lives; Reveal, where the children explore the Christian teachings of the theme; and Respond, where the children reflect on what they have learnt and how they can use these teachings in their daily lives. In the event of a school closure class teachers will prepare two sessions a week on Google slides, following this curriculum. The slides will be uploaded onto Google Classroom.

## **PE**

It is vital to our children's wellbeing that they keep active during any period of lockdown and so we advise that the children take part in at least one physical activity each day. This might be a family walk or trip to the park but if not we recommend 'The Body Coach' and 'Wake and Shake' available on YouTube.

## **Foundation subjects**

The Oak National Academy materials will be used to deliver our foundation curriculum in the event of a school closure. While we cannot guarantee the lessons will cover the same topics we had planned, class teachers in discussion with subject leaders have ensured the offer still allows the key skills and concepts to be covered in a sequential order.

## **EYFS**

The offer for our Reception children has been carefully tailored to develop crucial speaking and listening skills and immerse them in rich vocabulary. Phonics and early reading is a high priority and so the children will have access to a daily phonics session. We will also use Oxford Owls to enable them to access a number of high quality texts matched to their phonic ability.

## **SEND**

As a school, we recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we will work with our families to deliver a broad and ambitious curriculum for all pupils. All children with SEN will be set learning that is at the appropriate year group for them. Support materials such as number lines, sound charts etc will be sent home with children on their last day in school. Class teachers may be contacted on Google Classroom or Class Dojo for advice. Our SENCo, Mrs Mullett, will also be available on Google Classroom and Class Dojo every Tuesday and Wednesday between 9.00 am and 3.00 pm to offer support and advice.

## **Assessment**

In order to ensure our provision is meeting the needs of our children and ultimately promote the best possible progress for them it is vital that class teachers are regularly giving feedback, receiving feedback and assessing the children's learning. We ask that children submit learning via Google classroom. Where this is not possible, we ask that they comment on the assignment to inform the teacher of their progress. The children will then receive daily feedback from their class teacher. Communication between teachers and pupils will be via Google classroom but parents can also contact staff via Class Dojo. As a minimum, at the end of each unit of work children will be set tasks to complete on IXL.com. The results of these will enable the class teachers to adapt their future provision and offer more specific support to individuals where needed.

## **In event of individual children needing to self isolate outside of a period of closure**

- Admin staff will notify class teachers on the first day of absence.
- Class teachers will then prepare appropriate learning on Google Classroom.

- Class teacher messages on Dojo wishing family well/offering support with learning.
- Class teacher to check regularly that the learning is being completed and offer any necessary support.

Policy written by KM Griffiths and S Barnes  
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D Potterton Headteacher  
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