



St. Ethelbert's RCP School **Remote Learning Policy**

Love, Care, Share...

Love learning as friends;

Care for our community as neighbours;

Share our faith in Jesus as disciples.

Introduction:

Throughout the coronavirus (COVID-19) pandemic, St. Ethelbert's RCP will continue to provide education and support for all our children using remote learning, either when whole 'bubbles' close due to self-isolation or when there is a national lockdown. Where individual pupils are self-isolating, paper packs of work will be provided, alongside links to other school resources. As most children and parents are already familiar with the use of Seesaw for homework activities, this learning platform will continue to be used to deliver online learning. All children already have a personal log-in; parents will be able to contact the school office if they have issues with this.

St. Ethelbert's RCP recognises that all family circumstances will be different and so there will need to be some flexibility in the way remote learning, whether online or paper-based, is planned and delivered. For example:

- Some parents / carers may be trying to work from home so access to technology for children may be limited at some times during the day
- Parents / carers may have more than one child trying to access the technology and therefore need to prioritise the needs of their children
- Teachers may be trying to manage their own home situation if self-isolating with their own children
- Systems do not always function as they should
- Some children may find working from a screen difficult
- Other resources (pencil crayons, scissors etc.) may be limited in some homes

An understanding of, and a willingness to adapt to these difficulties is essential for success. Parents and carers should not hesitate to contact school if they are experiencing problems or have questions about our provision.

How will children be taught remotely?

Online learning:

Wherever possible, remote education will align as closely as possible with our in-school provision, providing breadth, balance and progression. However, some adaptations may need to be made for some subjects (e.g. where specific resources such as art materials are not available in every home)

A range of approaches will be utilised, including:

- Pre-recorded teaching input videos
- Written tasks, including Power Points; written explanations
- Online reading scheme
- Links to educational websites / platforms such as White Rose Maths; Times Table Rock Stars; Learning by Questions; Cosmic Yoga ; Oak Academy; BBC Bitesize etc.
- Zoom calls for live discussion / input
- Practical / creative activities

Activities will be uploaded at the start of each day; typically, the following activities will be delivered:

Nursery - three daily tasks will be set, including a story time, a practical / creative task and a link to an external website such as CBeebies.

Reception - on a typical day, five activities will be set – phonics, maths, writing, story time and a creative task. Learning packs (containing letters, digit cards, an individual whiteboard etc.) will also be sent home to parents for extra practice in areas such as phonics and number.

Year 1: on a typical day, a reading activity from Reading Planet will be set; in addition, there will be tasks for phonics, maths, writing and story time, as well as a creative task.

Years 2- 6:

English:

- Two Grammar, Punctuation and Spelling (GAPS) tasks per week; two writing activities per week
- Shared reading – text read by teacher with questions / comprehension mat and pre-prepared reading comprehensions
- Guided reading using the Reading Planet online scheme
- Story time – a short video of the teacher reading the class novel / story

Other English tasks may include:

- Fluency check – upload a text and ask the children to record themselves reading aloud
- Once Upon a Picture – using a picture to develop inference skills
- Talk 4 Writing – children record themselves 'performing' the story
- Talk 4 Writing – children use a story map to re-write the text or edit the story map to plan / write an innovation
- In KS2, the use of LBQ for weekly GAPS or reading tasks

Maths:

- Years 2-6 – arithmetic practice – two Fluent in Five and two Times Table Rock Stars activities per week
- Three maths tasks per week based on the White Rose scheme. Teaching videos from the scheme will be utilised, as well as videos of the class teacher modelling the concept. The White Rose scheme will be supplemented by additional fluency tasks where required
- One arithmetic task per week (LBQ may be used in KS2)

Religious Education:

- Two tasks per week, using ‘*Come and See*’ and other appropriate resources
- Weekly liturgy with a follow-up task

Wider Curriculum:

- Two wider curriculum lessons per week, including one science activity – *Oak Academy* resources will be used
- Two PE activities per week (*Joe Wicks; Cosmic Yoga; Just Dance; Key PE Sports*)
- Y2-6 – Newsround task 4 times per week – children watch and respond in written form
- Weekly creative task
- Weekly ‘*Family Time*’ assembly

On Fridays, there will be a focus on PE, PSHE and creativity. Pupils will also be given the opportunity to complete any unfinished activities prior to them being archived. On this day, all teaching staff will have their PPA.

For each year group, there will be at least one live Zoom lesson per week. This will typically have a PSHE focus, but can also be used for other subject areas where teachers see fit.

For pupils in Years 1 and 2, work, including teaching time and independent learning, should take approximately three hours per day. For Years 3-6, this should take about four hours. It is recognised that children in EYFS will require much more adult support; therefore, there is no time stipulation, only a number of specified tasks.

Tasks will be appropriately differentiated so that individual pupils have access to work which best meets their needs. Pupils with SEND will also have a personalised programme of work; those in receipt of an EHCP will have some activities based on their specific targets.

Pupils are expected to complete the set activities each day to a good standard; however, school understands that for the reasons outlined above, this may not always be possible for some children. Therefore, online activities will remain ‘live’ all week until Monday morning, when they will be archived. This is for logistical reasons.

Staff are expected to provide some sort of feedback for all activities. However, to be mindful of teacher workload, only some pieces will be marked in depth each day (e.g. comprehension; GAPS; writing; maths); written or verbal feedback will be posted where a ‘fix-it’ is required or to praise specific elements of a child’s work, but this is not expected for every task. Written or verbal comments may also be posted in RE activities or in some wider curriculum tasks, where appropriate. Otherwise, shorter tasks, such as Newsround, will be ‘liked’ and approved. Teachers will contact parents via the school texting service if their child is not engaging with remote learning.

Paper-based learning:

Wherever possible, parents will be encouraged to access online learning for their children. However, for the reasons outlined earlier in this policy, there may be barriers which prevent this from happening on a daily basis. Therefore, paper packs will be made available. As closely as possible, the content will mirror the activities planned for online learning, so that there is consistency across the year group. Where this is not possible, an alternative activity will be planned. New packs can be collected from school on Mondays and Wednesdays after 11am; therefore, staff will need to have sent worksheets for printing via email to the school caretaker in plenty of time. Packs will be appropriately differentiated so that the needs of all children are met. Exercise books will be provided so that children can record their work appropriately. Parents will return the completed work when they next collect their new pack. Workbooks will be quarantined for 72 hours and then will be marked by the class teachers. Some parents may have access to technology but prefer to have their child work on paper – in this case, children can photograph their completed work and upload it onto Seesaw – this will be marked online, as outlined earlier.

Technology:

From Spring 2021, the school will have received its allocation of laptops from the Department for Education. In the event of a bubble closure, these will be loaned to children who have any of the issues outlined in the bullet points of page 1 of this policy.

In the event of a full school closure as part of a national lockdown, laptops will be allocated in order of priority:

1. Children who have NO access to any devices
2. Families with two of more children who do not have appropriate levels of technology in the home
3. Children who share a device with a parent who is working from home

In the event that not enough laptops are available, the school will also loan out its supply of LBQ tablets, on which Seesaw and other relevant apps will be made available.

All loans will be subject to review and will end when the child returns to school. A parental agreement will have to be signed, stipulating that the device may only be used for remote learning and that care will be taken to keep the device in good condition.

Safeguarding:

Safeguarding is at the heart of everything we do and so all staff will be expected to continue to follow the school's safeguarding policies and procedures when engaged in remote learning. Staff must continue to display the highest levels of behaviour and maintain professional boundaries in all online interactions, whether through pre-recorded teaching inputs; live Zoom calls or when providing written or recorded feedback on Seesaw. When working from home, good standards of dress should be maintained and care taken that backgrounds are appropriate when recording videos or engaging in live Zoom sessions. If undertaking live Zoom sessions, care should be taken that other people in the staff member's household are not able to hear in order to ensure confidentiality.

Details of live Zoom sessions should be texted to the parents via the school's texting service and must NEVER be communicated directly to a child (although reminders of the session can be posted on Seesaw).

If working from home, staff devices should be secure, with the appropriate use of passwords, screen locks etc. and should be stored securely in line with data protection requirements.

All staff should follow the usual procedures for reporting and recording safeguarding concerns, involving the DSL so that these can be escalated if required. Staff should refer to the school's Whistleblowing Policy if they have concerns about another member of staff.

All children will have their own individual log-in to access online learning.

When communicating with parents via telephone, staff should log details of the call, taking care to note anything out of the ordinary from a safeguarding point of view. Families identified as having safeguarding or other vulnerabilities will be contacted on a weekly basis.

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