



St Paul's Catholic Primary School Policy for Remote Education

Mission Statement

As children of God we value and respect each other;
We love Jesus and through our relationships with others we share this love;
We work in partnership with home, the parish of St. Paul's and the local community;
We support and encourage everybody to achieve their best in work and play;
We celebrate each other's achievements;
We say sorry, support and forgive each other as Jesus showed us;
We prepare for and share the sacraments;
We respect other people's beliefs and cultures;
We support those in need.

Aims

This policy is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

1. To ensure that children continue to make progress in their learning while they are self-isolating or while school is closed to most pupils (e.g. in the event of a lockdown).
2. To ensure consistency in the approach to remote learning for pupils who are unable to attend school, due to Covid-19.
3. To support parents with remote learning tasks.

Remote Education

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects, such as PE and Art, due to resource implications.

Pupils, Classes Self-isolating

In the event of a pupil and/or a class bubble having to self-isolate, Class teachers will provide work to be completed at home for the duration of the period of self-isolation. Individual children with symptoms of COVID-19 and who subsequently test positive may still be well enough to learn from home during their period of self-isolation. In this case, they should complete either the internet-based home learning or the paper-based home learning depending on their individual circumstances. Dependent on whether a pupil has access to the internet and a suitable device this learning may take one of two forms.

a) Internet-based home-learning for self-isolation (or lockdown)

To access internet-based home-learning tasks, children need to have access to the Internet and an appropriate device, St. Paul's has created a Google Classroom. Google Classroom will allow teachers to set, monitor and mark tasks on a daily basis for the pupils in their class. Pupils will be taught to use Google classrooms in school, by class teachers.

b) Paper-based learning for self-isolation (or lockdown)

For families without access to the Internet or without an appropriate device, school will provide paper-based home learning tasks. We ask that parents support their child/ren as much as is possible with this work. Parents may wish to record observations and comments to help identify areas a child may need additional support. Please ensure this work is returned to school as soon as the period of self-isolation has ended. It is the responsibility of parents to inform school if paper-based learning is required.

How will my child be taught remotely?

The main platform for remote teaching is Google Classroom and additional information and useful weblinks are available on the Home Learning section of the school website.

We use a combination of the following approaches to teach pupils remotely:

- Google Classrooms
- recorded teaching (e.g. Oak National Academy lessons/BBC Bitesize, video/audio recordings made by class teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home or have collected from school.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences including: -
 - Times Table Rock Stars (TTRS)
 - Purple Mash
 - Espresso
 - White Rose Hub

How long can I expect work set by the school to take my child each day?

As a school we will be setting work to be completed each day and various tasks to be completed over the period of isolation. The number of tasks in other subjects will differ depending on the period of isolation. Children will initially be sent a 2-day block of work to complete at home. If the period of isolation continues children will be provided with additional work.

*In all year groups **Reading** should continue on a daily basis.*

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day, but we advise that this is broken up with breaks during the day: -

<p>Early Years Foundation Stage – Nursery & Reception</p> <p><i>Approximately 2-3 hours learning each day.</i></p>	<p><i>Daily Reading (Oxford Owls)</i> <i>Daily Phonics (Sounds Books)</i> <i>Handwriting</i> <i>Maths lesson</i> <i>Expressive Arts and Design</i> <i>Understanding the World tasks</i></p>
<p>Key Stage 1 – Year 1 & Year 2</p> <p><i>Approximately 3 hours learning each day.</i></p>	<p><i>Daily Phonics</i> <i>Daily English</i> <i>Daily Maths</i> <i>Daily Reading</i> <i>To be completed during the period of isolation</i> - <i>Science, Topic (History/Geography/Art), RE, PE lessons</i></p>
<p>Key Stage 1 – Years 3, 4, 5 and 6</p> <p><i>Approximately 4 hours learning each day.</i></p>	<p><i>Daily English</i> <i>Daily Maths</i> <i>Weekly Spellings</i> <i>Handwriting</i> <i>Daily Reading</i> <i>Guided Reading</i> <i>To be completed during the period of isolation</i> - <i>Science, Topic (History/Geography/Art), RE lessons and Physical Activity tasks</i></p>

Pupils with Special Educational Needs

We recognise that some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents/carers to support those pupils by providing an individual learning pack. This will be arranged by your child's class teacher in conjunction with the SENDCo, Mrs K Higginbottom, and other external agencies who may be supporting your child.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. School has secured funding for a limited number of laptops to loan to disadvantaged pupils without access to an appropriate device during their period of self-isolation. If you require support with digital access, please contact your child's class teacher.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect all pupils to engage with remote education. Most pupils in Upper Key Stage 2 should be able to access remote education without support of their parents. Pupils in the Early Years and Key Stage 1, and some in Lower Key Stage 2, will require support and guidance. We would appreciate your support in setting a daily routine for your child which fits with your own working pattern.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

- Feedback will be provided through Google Classroom and Purple Mash
- Response to emails from Parents through email

Home – School Communication

We will maintain contact with pupils on a daily basis through Google Classrooms. Weekly phone calls and emails will also be made. Where a pupil is self-isolating for a significant period of time or in the case of lockdown, contact will be made through email or phone call. If there is no contact a follow up phone call will be made. We expect Parents to return calls and emails from school staff. If there is a concern for a child's welfare, a home visit or Police visit may be undertaken.

If parents need to contact their child's class teacher, the best way is via email. All year group contact details can be found on the school website <http://www.st-pauls-hyde.tameside.sch.uk/page/school-contacts/65302>

Monitoring

This policy will be monitored by the School Leadership Team and will be reviewed on an annual basis or earlier if required.

Policy approved – November 2020

Updated – January 2021