

St Patrick's Catholic Primary School Birstall



Remote Learning Policy 2020/2021

Our Mission Statement

"We recognise that every person has a divine origin and an eternal destiny. With this in mind, we at St Patrick's School, aim to provide an education which promotes the development of the whole person. Our pupils will be encouraged to live the Gospel values through all aspects of the curriculum and the events of their daily lives, leading them to grow, develop and find fulfilment. We seek to foster respect for the unique value and giftedness of each member of the school community and to prepare our pupils for life in the wider world of diverse faiths and cultures."

We live, love, learn and grow in the Light of Christ

We live the Gospel, love like Jesus, learn the Bible as we grow together in faith.

We do all this illuminated in the Light of Christ.

Our vision is that everyone will leave St Patrick's with a sense of belonging to the family of God; through the developing of relationships with Christ and with each other. We know that the light of Christ will guide and support us all through the next step in our journeys so that we can confidently be all that God wants us to be both academically, spiritually, socially and emotionally.

At St Patrick's we inspire enquiring minds with a desire to learn and a thirst for knowledge. We achieve this growing together, finding fulfilment and pride in our achievements and supporting one another along the way. We develop a breadth of knowledge and skills which will equip us for life-long learning in the wider world of rich diversity and
we do all this illuminated in the light of Christ.

Aims of the Remote Learning Policy:

- To outline St Patrick's Catholic Primary school approach for supporting the learning of pupils who will not be attending school, as a result of government guidance, family isolation, the closure of a class bubble, year group phased bubble or a full school closure.
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching and learning for pupils.

Who is the policy applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A high temperature – this means they are hot to touch on their chest or back.
- A new and continuous cough – this means they are coughing a lot for more than an hour or they have 3 or more coughing episodes within 24 hours.
- A loss or change to their sense of taste or smell – this means they have noticed either or both senses are different to normal.
- Have had access to a test and this has returned a positive result for Covid-19

This policy is intended to outline expectations for **class bubble, phase bubble or full school closure and individual pupils in family isolation**. Individual pupils who are isolating due to health issues (based on government advice) and choose not return to school in September will be supported on a case by case basis, with support and guidance from the local authority.

Remote learning for class bubbles of pupils, phase bubbles or a whole school closure

We will provide a combination of links to appropriate online learning material and class teacher planned learning through the class pages on the website **for class bubbles of pupils, phase bubbles or whole school closures** when not able to attend school, to support continued learning. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

The governors and senior leadership team at St Patrick's Catholic Primary School are fully aware that these are exceptional times and would like to make it clear that the completion of work is always in the very best interest of the pupils, however this document seeks to inform and guide families and not impose expectations that may impact negatively on mental health of parents or pupils. Each family is unique and because of this, should approach home learning in way which suits their individual needs, whilst supporting the child so they do not fall too far behind. 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 difficult at different times;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level courses;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should.
- Parents, pupils or staff may be ill and unable to set or complete the planned learning.

Class Teacher expectations:

Should a class bubble close for 14 days isolation, and the class teacher continues to be well:

Teachers will plan lessons that are relevant to the curriculum focus for that year group and endeavour to supply resources to support tasks for home learners. Work for the week in English, Maths, RE and other wider curriculum subjects will be posted on the class page on the school website by 9.00am on a Monday morning:

- A class weekly learning summary/guide. This will contain information about the learning for that week- split into subjects and lessons along with other links to websites that will be useful. Parents can then plan the learning for each day as they deem fit according to their personal circumstances.
- English – three lessons which will be focused around grammar, punctuation, spelling or phonics along with a piece of writing. Two Reading lessons which will develop comprehension skills.
EYFS - English activities which are linked to the topic and other areas of the curriculum. Letters and Sounds Phonics Activities and Resources
- Daily Arithmetic - ten arithmetic questions for each day (The Daily Ten for KS1/2)
- Daily Maths sessions which will follow the Maths Mastery programme – this may include some resources from Oak National Academy, BBC Bitesize Maths and Times Tables Rockstars.
EYFS: Nursery and Reception Maths Activities and Resources.
- Knowledge Organisers to support the learning in History, Geography and Science as appropriate to the subjects being taught at the time.
- One lesson for each of: RE, Science, History/Geography.
EYFS - RE activities and resources, a PSED/ Wellbeing activity.
- Links and ideas for PE activities at home.
- Any resources used, including websites and worksheets, should, where possible, be shared with home learners via the class webpages. Staff will add these resources to their class webpage electronically and it will be the responsibility of families to print/use these resources at home (contacting school if any support is needed for some printing).
- Class teachers will maintain an appropriate level of communication with parents and pupils through the class dojo. There will be a “Keeping in touch” support zoom session once a week for groups of 7 pupils, ensuring all pupils have one session. This will be for pupils to have the opportunity to discuss the learning for that week with their teacher and peers. The sessions will last between 45 minutes and an hour. One taking place each day for a different group, with five groups in total over the week. It will be parental choice if their child joins their allocated session but school request that weekly communication must take place between home and the class teacher through zoom or the class dojo.
- Teachers will respond as promptly as possible, to requests for support from families at home. This should be done via the Class dojo, emailing the office or a phone call to the

school office. Staff and parents should communicate via the Class dojo, ensuring the frequency of communication is reasonable.

- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school, linking with the Computing lead / Deputy Headteacher.

Educational Teaching Assistant:

Should a class bubble close for 14 days isolation and the ETA continues to be well:

- ETAs are a vital part of the education at St Patrick's and as such their contribution to supporting pupils at home is also vital – we ask that ETAs join in the support zoom sessions for pupils along with the class teacher.
- ETAs may be asked to do some administration tasks at home to support with the development of planning and resourcing under the direction of the class teacher.
- ETAs may be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision for their class. These projects will be communicated by the Class Teacher or Senior Leadership Team and will be allocated on a case-by-case basis.

Administration Staff:

Should the bubble close for 14 days isolation, and the staff members continue to be well:

- Using remote access, the administration staff will be able to continue to complete vital tasks in the day to day running of the school.
- Administration staff may be given a specific project to complete in line with their responsibilities. This project will be decided upon by the Headteacher in liaison with the Administration team.

Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Patrick's Catholic Primary School would recommend that each 'school day' maintains some structure. A suggested timetable will be shared on the weekly class learning summary or guide, placed on the relevant class web page to support families.
- If a class bubble is advised to isolate, the children will be sent home with their home reading book in addition to their English and Maths books – this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the class dojo or by contacting the school through phone or email. They should make clear which class and subject the question relates to.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting 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 on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be discussed and made available wherever possible. These will be discussed on a case-to-case basis.
- So that teachers can maintain communication with the pupils regarding their work we ask parents to take some photographs of some work each day and upload it to the teacher

through the class dojo. This will support the motivation of the pupils when working from home.

Remote Learning for Family Isolation:

If your child has to isolate as a result of a family member having COVID-19 following a positive test result, or as a result of advice for your child from NHS Test and Trace, the remote learning for family isolation will be used. It will begin the day after the positive test result is emailed to our Headteacher or evidence from contact by the NHS Test and Trace advice for your child. You will receive an email with the planned learning focuses.

It will be a selection of:

- The National Oak Academy lessons for the year group the pupil is in:

Link: <https://classroom.thenational.academy/year-groups>

You will be advised to use the subject link and which group of lessons **or** the schedule which are daily lessons.

- The BBC Bitesize Catch-up programme of lessons – you need to click on the year group and will be told which set of lessons to use to support their continued progress:

Link: <https://www.bbc.co.uk/bitesize/articles/zknj4xs>

- Some daily ten sessions for the week. (KS1 and 2)
- ‘Times Table Rockstars’ online programme which provides super online “games” to support times tables knowledge which is vital to good Maths progress across KS2 although this begins within Year 2.
- ‘Numbots’ online programme which provides super online “games” to support number bonds knowledge which is vital to good Maths progress across KS1 and beyond.
- Some spellings that your child needs to learn and practice to write in sentences. EYFS and KS1 some phonics to practice / learn the sounds and graphemes.
- It is very important that your child continues to read every day – using their reading book and of course books they have at home.
- The knowledge organisers for the topics being covered for them to do some research to support the learning when they return.

You will of course be able to contact the class teacher through the class dojo system, but please be mindful that they will also be teaching full time and so may not get back to you straight away. Any urgent contact should be made through the school office.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.

- Following contact with school, the school bursar or Headteacher, may set up a referral to Occupational Health to support that individual.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with Headteacher so that appropriate plans can be made.
- If unwell themselves – communication, planning and individual projects during this time will not be undertaken until the member of staff is fit to work.
- If a class teacher is unable to complete the remote learning as unwell the Oak National Academy and/or BBC Bitesize Catch-up resources along with other web links will be used temporarily.

Monitoring and Review

This Remote Learning Policy is agreed by the governors and there will be a review of its effectiveness at least twice a year or as appropriate.

This policy is to be monitored by the Headteacher, who reports to governors about the effectiveness of the policy.