St Mary's Catholic Primary School
Remote Education Policy

AIMS

Ensure consistency in the approach to remote learning for pupils who aren't in school

Set out expectations for all members of the school community with regards to remote learning

Provide appropriate guidelines for data protection

Ensure pupils unable to attend school remain fully included within the school community

Continue to ensure that every child receives the best education the school can provide them

Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown

Background

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 and need to prioritise the needs of young people studying towards GCSE/A Level accreditation; teachers may be trying to manage their home situation and the learning of their own children; systems may not always function as they should.

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

Overview

We teach the same curriculum remotely as we do in school wherever possible and appropriate.

However, we have needed to make some adaptations in some subjects. For example, art, PE or music provision may have to be different to reflect a lack of specialist resources or equipment at home.

Daily work expectation in hours (minimum)	
Key Stage One	Key Stage Two
3 hours	4 hours

Core Principles

- The same curriculum will be offered to both children working remotely and those in school through the use of Google Classroom

- Recorded lessons will be put on Google Classroom.

- Printed paper packs produced by teachers (e.g. workbooks, worksheets) will be made for those who cannot access the remote learning online. However, this will only be a last resort for those families who still cannot access home learning online.

- Children will receive any necessary materials online.

- All subjects will be delivered across the curriculum. RE will account for 10% of the curriculum and this will be reflected in weekly timetables on Google Classroom.

- Teachers will plan so that children who are in school on a limited number of days are not disadvantaged by jumping between on-site and remote education.

- Staff will set weekly homework using IXL for English and Maths.

IT Platforms and Systems Used

As a school we use Google Classroom to offer our remote education package.

Work will be made available on:

- IXL
- TT Rockstars,
- Oxford Owl
- Read, Write, Inc
- Jane Considine

Lessons may be used at the professional discretion of staff. This will enable communication between home and school.

Guides on how to use various systems will be made available on the school website.

For easy access please visit:

https://www.st-marys.poole.sch.uk/website/my_links/

or visit the St Mary's school website and click on "children", then click on "My Links".

IT to support Remote Education

The school will continue to monitor online engagement to identify children that may be in danger of not accessing learning due to lack of access to suitable IT devices. The school will endeavour to provide a Chromebook or laptop for those families.

Children not able to access online learning due to internet access issues may be able to claim a data package from the school.

Expectations

- Daily attendance register to be completed online by 9.30 each morning so that attendance figures can be shared with CAST and the DfE

- The school asks parents and carers to set a daily routine around the children's work where possible taking into account their current circumstances

- Children in KS 1 are expected to complete a minimum of 3 hours work per day. Those in KS2 are expected to complete a minimum of 4 hours work per day

- A timetable will be made available so that the children and adults at home are aware of daily expectations for work to be completed

- Regular communication between the school and parents will seek to refine the school's remote education offer

- The same Liturgy that children see in school will be made available on Google Classroom on the same day that it is shared in school so that all of the school community can continue to participate in the liturgical and prayer life of the school

- A weekly live catch-up will be held between classes and their teacher via Google Meets

- All children not taking key-worker or vulnerable children places in school will receive a welfare call from a member of their year team at least once a fortnight. Records of these calls will be kept on the school safeguarding system (CPOMS)

- Vulnerable children who are not in school will receive a welfare call on a weekly basis

- School staff will respond, within reason, promptly to requests for support for families at home. Parents should use the school office email account to make contact.

- Phase leaders and subject leaders will regularly monitor the quality of provision and feedback their findings to the SLT.

- Work will be suitably differentiated for SEND children. Some SEND children will benefit from a personalised curriculum to maintain engagement. Resources will be supplied to those children who need them along with videos on how to use them to support parents in their use. The SENDCO will liaise with staff fortnightly using an in house pro-forma to check if any SEND children need following up.

Feedback

Feedback may be offered in a number of ways depending on the subject being offered, the age of the children and the task set by teachers.

Work on Google Classroom will be monitored on a daily basis. This will not necessarily be by a pupil's class teacher but may be by the teacher in each year group working remotely outside of school.

Mathematics and English work will be the highest priority for feedback. Teachers will give individual feedback to all final pieces of writing and may comment on some work on the classwork stream in the run up to this final piece as appropriate. In mathematics, all year groups will respond to work turned in as necessary but will give feedback to how well the class has performed on a topic. This will sometimes be via a recorded message or by setting follow-up work as appropriate. In KS2, this will be accompanied by the addition of end of block quizzes. Other work will be acknowledged with an appropriate comment that may be applicable to a group of children, although teachers may comment on particular pieces of work according to need.

As a school, we recognise that positivity and praise will play a large part in ensuring children readily engage with remote education. Consequently, we will continue to use the reward systems we use in school with those children accessing remote education. House points will be awarded for work turned in on Google Classroom as well as for work in school. House point totals will be shared with the whole school, both children in school and those at home, once a week. "Stars of the Week" videos will continue to be shared via Google Classroom. Positive messages may also be sent home using "MarvellousMe".

What happens if my child is not engaging with remote education?

- Google classroom will be monitored by each year group on a daily basis with nominated members of staff having the main responsibility for this. This may not be your child's class teacher.

- If your child is not completing work, or if we have other concerns, we will use a tiered approach.

Tier 1: Teachers will contact families using google classroom to check in. Families not able to access google classroom will be contacted via email.

Tier 2: Teachers will phone families directly.

Tier 3: The Pastoral Care Worker will contact families to check on circumstances.

Tier 4: Families will be phoned by a member of the SLT.

Role of the LGB

The LGB will monitor the school's approach to providing remote learning. They will ensure that the staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Remote learning will be an agenda item for the fortnightly Chair of LGB/Headteacher meeting.

What will happen if my child is self-isolating when the rest of their class are in school?

If individual children, or small groups of children, are self-isolating they will continue to use the same online learning platforms as mentioned above. There will be no expectation of recorded lessons for individuals or small groups and it will not be possible to feedback in as much detail as when the whole school community has switched to remote education. Children will be offered access to the same learning as their peers in school but may be offered different resources. At this point, children become subject to the conditions of the St Mary's blended learning protocol that can be accessed from the school website.

Online Platforms that may be accessed by your child

Charanga

imoves

myON

Oxford Owl

Maths No Problem

Read, Write, Inc

TT Rockstars