Our Lady of Good Help
Catholic Primary School

Remote Education Policy

2020-21

25th January 2021

This Policy will be reviewed on a half-termly basis.

Person responsible for our Remote Education is Mr. M. McQuiston

Like Our Lady, we live wisely, think deeply and love generously, in Christ

At OLGH, our remote education provision is a well-planned and sequenced curriculum with meaningful and ambitious work set each day in a number of different subjects, including providing regular feedback through our online digital platform, Google Classroom.

This policy sets out the expectations for staff, parents and children in regard to home learning.

There are 5 key aspects to our policy:

1. Simplicity
2. Consistency of approach
3. Effective communication
4. Support for families
5. Continuity of our curriculum

1. Simplicity

Our clear and simple approach to remote learning allows parents and children to access work and complete it without feeling overwhelmed. Google Classroom has a familiar layout with a stream for announcements and comments as well as another section dedicated to classwork. We set 4 key learning assignments each day in the following subjects:

- English
- Spelling and Grammar/ phonics
- Maths
- Science/ RE/ Project work – foundation subjects

2. Consistency of approach

Each year group follows the same, clear structure for home learning outlined above. This consistent framework provides reassurance for parents and children to know what they are expected to do each day.

Key Stage 1 - a minimum of 3 hours work each day

Key Stage 2 - a minimum of 4 hours work each day

(in line with DfE guidance)

3. Effective communication

Google Classroom provides a platform for interaction between the children and their teachers. It enables teachers to set assignments and explain what they would like each child to do. Children are able to submit their work for their teacher to read and mark. The teacher provides feedback for effort and may consider giving some suggestions on how to further improve.

Through the use of Google Meet (video conferencing), children will be able to have whole class face-to-face contact with their teacher (whole bubble closures only).

As always, we aim to communicate effectively with parents and ensure that we resolve any issues at the earliest opportunity.

4. Support for families

The immediate availability of school work in the event of self-isolation permits children to continue their education whilst following any guidance to remain at home. We provide technical support for parents who are having issues with software or online access. We also provide training for parents on how to use Google Classroom so that they can support their child effectively.

In the event of a family not having sufficient devices, school actively seeks to support them by sourcing laptops, tablets or internet connectivity dongles, which we would request from the DfE. We have also sourced several devices locally and through donations within the school community.

If for whatever reason, be it a lack of devices, internet limitations or another reason, we will be able to provide parents with paper copies of school work on request. Should parents require any stationery (books, pens and pencils etc.), school will be able to provide these. We will be able to collect completed work to be marked.

5. Continuity of our curriculum

Teachers set work which guarantees the continuous delivery of our carefully planned curriculum in school and at home. Where this is not possible, lessons are carefully adapted to ensure objectives are still covered. Teachers make sure that all children are able to access work at their level. This may mean that teachers have to provide alternative work for individuals or groups.

Scenario 1 - A whole class bubble has been sent home to isolate due to a positive case being identified/ partial school closure (lockdown)

In this scenario, teachers will pre-record lesson explanations using recording software to provide clarity for their pupils. In addition to the 4 lessons approach detailed below, other activities that aim to promote well-being, such as doing exercise or other fun tasks to engage the children, will be used to supplement key learning. The teachers will hold 3 whole-class face-to-face video conferencing sessions each day too - via Google Meet.

Below outlines a typical day:

- Face-to-face registration: each child is expected to login and say good morning to their teacher and classmates. The teacher will discuss the assignments for the day.
- Children aim to complete maths, phonics and English before lunch.
- The teacher is on hand remotely throughout the morning for support by responding to questions posed by the children - they can also support parents/ children 1-to-1 via Google Meet, if necessary.
- After lunch, a live session will take place for the teacher to review maths work and provide verbal feedback or clarify any misconceptions.
- Children complete Science/ RE/ foundation subject activity.
- Whole class story: each teacher reads the next part of the class novel to the class. This may be pre-recorded but more often will be 'live'.
- Children upload photos and documents for their teacher to review by 3PM.

Lessons:

English

Children in Key Stage 1 and 2 are set activities from CPLE's Power of Reading using a class text. Teachers will record themselves reading sections of the book and set appropriate tasks to enable children to respond, along with pre-recorded instructions.

When appropriate, children will be set the Active Reading Lessons, in line with school policy, in the form of a PowerPoint, an extract to be read and a series of questions to discuss and answer. Teachers may also choose to use alternative teaching resources to add variety and maintain engagement.

Spelling and Grammar/ Phonics

Children who are following the Read, Write Inc. program are given links to their next phonics lesson (often in 2 short videos - speed sounds and word time/ spelling). These video lessons are led by expert Read, Write

Inc. educators. This ensures the children never need to miss a phonics lesson. In addition, teachers may also set 'hold a sentence' videos or storybook lessons.

Using our Rising Stars Skills Builders scheme, children following the spelling program will have spelling activities set and spellings to learn. This gives them a great opportunity to practise their handwriting as well. Teacher will set work which covers year group specific grammar too.

Maths

In school, children use the Power Maths scheme of learning, written by the White Rose Maths team. Home learning in maths is taken from the White Rose Maths premium resource lesson that directly correlates with the Power Maths lesson for that day. It consists of a short instructional video and a worksheet with a series of questions. These questions will display whether or not some practical resources should be used to support the learning. Flashback 4 questions are often included in the short instructional video or as an additional resource by the teacher. Children of key workers and children classed as vulnerable, who are in school, will be following the White Rose Hub premium resources during periods of lockdown so that they receive the same instruction as children at home.

Science/ RE/ Project

Science work is set following a pre-planned sequence of lessons. It may not be possible to cover aspects of investigations from home.

RE work is set from Come and See and follows the sequence of lessons taught in school.

Project work will be from the range of foundation subjects being focused on that week. Subjects including History, Geography, Science, Art and DT will be the focus.

High Quality resources

In addition to the resources already listed, teachers will use other high-quality resources to keep children engaged. Resources such as:

- Oak National Academy (for English and Foundation subjects)
- TT Rock Stars
- SPAG.com
- Power Maths
- Fluent in 5 - Third Space Learning
- Other pre-checked links that can be accessed via links uploaded to Google Classroom

Scenario 2 – Individual children needing to self-isolate

In this instance, the child logs in to Google Classroom at 9AM and works through the activities set by their teacher. These activities follow the natural sequence of lessons within each subject, in line with curriculum planning, and correlate to what the children in their class at school are learning.

The child completes the work and either takes a photo of the work and uploads it to the relevant assignment or they may have completed it electronically. Therefore, they can upload the document itself.

This should be uploaded by 3PM.

The teacher will review any home learning after school on the same day it has been submitted.

There will be no face-to-face contact using Google Meet in this scenario.

Feedback

Teachers will endeavour to review and respond to all submitted (on time) work before the next day. Any work submitted late (after 5PM) will be reviewed as soon as possible.

Feedback will usually take the form of a short written comment focusing on the effort the child has made, how well they've done or whether they need to review something/ make corrections. When they see fit, teachers will make use of Google Forms or other software to set short quizzes to check children's understanding of topics.

Home and School Partnership

As a school, we are committed to helping our families to continue their children's education in the event of further lockdown measures and/ or periods of self-isolation.

- It is expected that everyone who interacts via Google Classroom follows the school behaviour policy which focuses on Respect, Pride and Safety.
- It is expected that teachers actively engage with their class and promote a positive attitude to learning. Work is available promptly each day and **all** teachers provide feedback to encourage participation.
- It is expected that **all** children take part in remote learning when required, as long as they are not unwell, and complete work to the best of their ability. Parents should ask for help if they feel their child needs it.
- It is expected that **all** parents offer support to their children, including finding an appropriate place for them to work, and helping them to complete and upload their work in good time.
- Parents should alert the school if their child is unable to do their work (e.g. if they are ill).
- Google Classroom is a safe online platform; however, children must be supervised whilst using the internet to keep them safe. Parents and children agree to follow the school's 'Acceptable Use Policy' when working at home.

Keeping in touch with pupils who aren't in school and their parents

- Teachers will keep daily logs of pupil interaction. Teachers will contact families individually once a week to check on their well-being and keep a record of this interaction.

- Where there is a concern about the level of engagement of a pupil, parents will be contacted by SLT via phone to find out whether school intervention can assist engagement. Solutions will be discussed during these calls, E.G. setting routines, visual timetables, rewards etc.

- Any complaints or concerns shared by parents or pupils should be reported to school. All parent/carer emails should come through the school office: schooloffice@olgh.co.uk.

- For any safeguarding concerns, please contact the Designated Safeguarding Lead – the Head Teacher - via the school office.

The Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning through teacher, parent and pupil feedback.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

The SENCO is responsible for monitoring provision for pupils with special educational needs (SEN), in particular those with EHC plans, so that they continue to have their needs met while learning remotely, if they are not attending school. They also liaise with the Head Teacher and other organisations with regard to any additional support that children may require.

The Governing Body

The school's governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains high quality.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Links with other policies and development plans

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- End User Agreements for Google Classroom and G-Suite