St Vincent's Catholic Primary School: Provision for remote learning during outbreaks
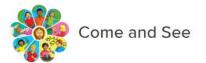
To love, serve and learn as Jesus shows us

This information is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. Remote learning will be provided using Tapestry in Reception and Microsoft Teams in Years 1 – 6. The first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

3 tiers of online remote learning	
Class based learning supported by online homework	
• All children are in school engaging in face-to-face teaching	• Homework set and returned online

Class based learning for most children, with some children learning remotely (due to self-isolation)		
• Most children in school are engaged in face-to-face learning	• Children learning remotely will engage with tasks set online which mirror the learning taking place in school using a combination of resources provided by the class teacher and other resources as outlined below (but no live lessons will take place at this level of provision) • Staff (Class Teacher or Teaching Assistant) will support children's learning by giving feedback on work returned, and via telephone and email / messaging within normal working hours as outlined below	• Homework set and returned online for all children

Whole class / school remote learning	
• All children are learning remotely, engaging with provision as outlined below and following class remote learning timetables.	• No homework will be set during periods of whole class or whole school remote learning

Immediate remote learning will:
- Make use of nationally available resources such as Oak National Academy and BBC Bitesize, linked to learning that would have taken place in school as closely as possible
- Include activities linked to Spelling Shed and Maths Shed
- Focus on reading, writing, maths, PSHE and wellbeing and physical activity

Full provision for remote learning will:
- Link to our school curriculum
- Be broad and balanced
- Make use of high quality online and offline resources
    - Electronic copies of resources that would be used in school
    - Electronic resources produced by teachers
    - live teaching (online lessons)
    - recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
    - commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
    - Oak National Academy lessons and resources which are consistent with the curriculum being taught in school
- Enable interaction with, and assessment and feedback from teachers in school
- Meet the needs of children with SEND through differentiation and work linked to personalised targets

When teaching pupils remotely, we will:
- set learning which mirrors what is being taught in school so that it is well-sequenced, builds knowledge and skills incrementally and provides coverage equivalent to that in school. However, some aspects of the curriculum may need to be modified:
    - English: texts which would be used in school may not be suitable for remote learning, either because of availability of the resource to share, ease of adaptation of the planned learning or for copyright reasons. We may therefore need to change the texts that are used but the skills being taught will be consistent with those planned for in-school learning
    - Science: some enquiry based learning may not be possible due to lack of resources for home learning
    - Art / DT: adaptations may be required due to lack of resources at home to complete the planned activities
- Provide daily learning activities which are meaningful and ambitious across all subjects, and which are expected to take children at least:
    - 3 hours for Reception, Year 1 and Year 2
    - 4 hours for Years 3 - 6
- Provide frequent, clear explanation of new content, delivered by a teacher in school or through high quality curriculum resources and/or videos
- Monitor how well children are progressing through learning set
- Adjust pace or level of challenge in response to assessments and monitoring
- Provide opportunities for daily contact with teachers either via email and messaging or video calls
- Not rely on long-term projects / internet research-based activities
- Supplement resources provided by teachers and contact with teachers, with Oak National Academy lesson videos and resources which link to the curriculum coverage in school

Support for those who do have suitable online access at home:
We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Based on information provided by parents / carers (survey: September 2020) we have identified those who do not have sufficient devices to access remote learning
- A limited number of devices are available for those who do not have sufficient access, and these will be allocated as outlined below:
    1. No access to a device
    2. Access to a mobile phone only
    3. One device shared between parents and more than one child
    4. One device shared between siblings

Communication and Feedback:
- Children can contact their teacher via email or the "chat" facility on Microsoft Teams.
- Staff will endeavour to respond as quickly as possible to communication from the children, however as some children may be in school whilst some are learning remotely, teachers may not respond immediately.
- Responses from staff will be made during normal working hours – if communication is outside these hours, please do not expect a response until the following day
- Parents or children should contact their class teacher as soon as possible if schoolwork cannot be completed or there are any issues.
- Children will have verbal contact with their class teacher as outlined below on the timetables below.
- Individual feedback will be given as required in response to work submitted the teachers.
- Common misconceptions or issues will be addressed in live sessions with the whole class or groups of children and support given through modelling / demonstration.
- Subsequent work set will be adapted and differentiated based on teacher assessment of work completed and submitted.
- Phone calls / one-off video sessions may be arranged if more detailed feedback is required.

- Routine, wider school communication with parents will continue to be through ParentPay and the school website.

Returning work to the teacher:
- Children will return work online
- This should be done as soon as it is completed, on the day it has been set for Reading, Writing and Maths, so that teachers have time to assess, provide feedback as required to address misconceptions or support improvement and editing, and adapt future learning
- Work must be finished before returning it to their teacher
- Work must be completed to the best of a child's ability however we do not expect work to be perfect – errors and misconceptions will be addressed through feedback so it is important for teachers to see errors made
- Work returned to their class teacher must be the child's own work

- Work can be returned in a number of ways, providing as much flexibility as possible:
    1. Attach completed work on the assignment page shared by the class teacher, and click "hand in" (preferred if possible!)
    2. Attach work to a private message to the class teacher
    3. Complete on paper, take a photograph and attach this as outlined in 1 or 2
    4. Email to the class teacher (email addressed will be shared as required)

Engagement:
- Parents and carers are expected to support children to:
  - Engage with all aspects of their remote learning
  - Maintain a regular routine to their learning
  - to manage technology so that children can access their learning and return their work
  - Ensure that children behave appropriate when using the online learning platforms as outlined below

- Children are expected to engage with the learning set and communicate regularly with their teachers:
  - If work is not returned, and there is a lack of engagement, this will be monitored and followed up, as children are expected to engage with the learning set.
  - Staff will log each day where children have not engaged either through attendance at a live lesson, through messaging, or through submitting work. If over the period of a week, there is a lack of engagement, parents will be contacted by telephone
  - Staff will monitor attendance at live sessions – if children are not attending live sessions on a regular basis, welfare telephone calls will be made so that staff can speak to parents and the child
  - If staff have not had contact with a child over the period of a week, and contact cannot be made by telephone with parents / carers and the child, other agencies will be involved, including the PSCO, Local Authority Education Safegueading Team, Local Authority Attendance Team and Social Care

Children with SEND:
- Work will be set linked to class learning as appropriate, but differentiated to meet a child's individual needs and targets.
- Where differentiated whole class learning is not appropriate, alternative work will be set linked to a child's Support Plan.
- Where staffing availability allows, targeted group interventions will be planned remotely

Safeguarding:
- The Safeguarding Team will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning, and these children will be encouraged to attend school, following Government guidelines.
- A member of the Safeguarding Team will arrange for regular contact to be made with vulnerable pupils who are not attending school.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- All contact with vulnerable pupils will be logged and suitably stored in line with the Data Protection Policy.
- The Head Teacher will maintain contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

- All members of staff will report any safeguarding concerns to the DSL immediately.
- Pupils and their parents will be encouraged to contact their class teacher if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.

E-safety:

- All staff and pupils using video communication must:
  - Communicate in groups – one-to-one sessions are not permitted unless in exceptional circumstances and approved by the Head Teacher or Deputy Head Teacher. Staff will not be alone if communicating with an individual child using video communication
  - Wear suitable clothing – this includes others in their household
  - Be seated in a suitable location for learning – bedrooms are not an appropriate location
  - Use appropriate language – this includes others in their household
  - Maintain the standard of behaviour expected in school
  - Use the necessary equipment and computer programs as intended e.g. the text chat facility must only be used in relation to learning, to ask questions / make statements
  - Not record, store, or distribute video material or any digital content without permission
  - Always remain aware that they are visible
  - Be free from distraction so that they can focus on the session and activity in the background should be kept to a minimum
  - Mute their microphone unless they are speaking; children must use the "hand up" tool to indicate that they wish to speak as they would in school
  - Children must leave the session when it is ended
  - An adult must supervise children engaged in a video communication but should not engage within the session

- All staff and pupils using audio communication (online or telephone) must:
  - Use appropriate language – this includes others in their household
  - Maintain the standard of behaviour expected in school
  - Use the necessary equipment and computer programs as intended
  - Not record, store, or distribute audio material without permission
  - Ensure they have a stable connection to avoid disruption to lessons
  - Always remain aware that they can be heard

- During the period of remote learning, the school will continue to:
  - Reinforce the importance of children staying safe online
  - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with
  - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious website

Absence of children:

- If your child is unwell during a period of remote learning, or tests positive for COVID-19, this should to the school office following normal procedures, by telephone or email.
- This information will be passed to relevant staff so that it can be noted that your child will not be completing remote learning for that day and will be absent from any planned video communication.
- Absence will be monitored, and where concerns are raised, this will be followed up.

Absence of staff:

- If a member of staff is absent due to illness, another member of staff will cover their lessons if possible.
- In the event of limited staff members being able to fulfil the home learning expectations, parents and carers will be informed of adaptations needed to the provision based on the number of staff who are available.