

Holy Spirit Catholic Primary School



Remote Learning Policy

This policy was approved by	
Name	
Position	
Date	
Review Date	

Mission Statement

Our school is a place where we respect the views and value the opinions of everyone.

We encourage the development of behaviour and attitudes which reflect the life of Christ and the teachings of the gospel and so nurture the appreciation of every individual regardless of race, gender, colour or creed.

We endeavour to involve teachers, parents, governors and the wider community in the spiritual, intellectual, emotional and social development of our children. We strive to help our young people become more independent, making their own decisions and taking responsibility for themselves and others.

“Jesus holds my hand and guides me on my way”

Remote education provision: Information for parents

“Remote Education is a broad term encompassing any learning that happens outside the classroom, with the teacher not present in the same location as the pupils.”

DfE 11th January

Rationale:

At Holy Spirit Catholic Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, timescales, communication, data protection, and safeguarding.

This information is intended to provide clarity and transparency to pupils 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.

Specific Aims

- To outline our approach for pupils that will not be attending school, as a result of government guidance, including individual children who may be self isolating or the closure of a class bubble or where the school has been asked to move to remote learning.
- 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 the school with the teaching, marking and planning for pupils.

The remote curriculum: what is taught to pupils at home

A pupil’s first day or two of being educated remotely will look slightly different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. With this in mind, our remote teaching will take two forms:

Pupil Led Remote Learning - For Day 1 and Day 2 once school is notified of a COVID related absence following pre set work prepared by class teachers.

Teacher Led Remote Learning - From Day 3 onwards after the school is notified of a COVID related absence.

At Holy Spirit Catholic Primary School, this is a minimum expectation and will be exceeded if the school’s provision and resources allow.

What should my child expect from immediate remote education during day 1 and day 2 when a pupil is being sent home?

Once the school is informed a ‘bubble’ needs to isolate, a ‘Parent App’ message with an accompanying letter will be sent and a phone call made to parents informing them of the developing

situation. This will be classed as Day 1 of the closure. Pupil Led Remote Learning will begin on Day 1 continuing on Day 2. Teacher led remote learning will begin from Day 3 or earlier if possible.

On Day 1, staff will instruct parents where they can find the resources to support Day 1 and Day 2 of pupil led remote learning. This information will be placed on the school website.

Following the first two days of pupil led remote education, children will be taught broadly the same curriculum as they would if they were in school:

- 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, practical subjects such as:

PE

D/T

Art

Science - Investigations

Whenever possible, Holy Spirit RC Primary School uses high quality remote education resources like Oak National Academy to support curriculum delivery.

- In Early Years, we design tasks to make the best possible use of resources in the children's home environment and therefore, there are more adjustments to subjects than in other parts of the school.

In order to support pupils and parents as much as possible during this time, the school has created suggested timetables to follow. If the timetables are for isolating individuals, they will align with class timetables. When schools are required to move all pupils to remote provision or a 'bubble' is required to close, a timetable will be emailed to parents. Individual year groups may have their own timetables that differ slightly.

Remote teaching and learning time each day:

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Holy Spirit Catholic Primary School would recommend that each 'school day' maintains structure. To help parents with this, the school has written suggested timetables.

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 alongside the suggested timetable which can be found on the school website. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with their learning and encouraging them to work with good levels of concentration.

Following Government guidance, we expect that remote education (including remote teaching, independent work and reading) will broadly take pupils the following number of hours each day:

Key Stage	Expected number of hours per day
Early Years	Teachers will provide a minimum of 2 hours of learning per day. We ask that the teaching of early reading including phonics is prioritised and occupies at least 30 minutes of this time per day.
KS1	Teachers will provide approximately 3 hours of learning per day. Teachers will, when appropriate, provide a guide for how long you may want your child to spend on a learning task. Please use this as a guide only.
KS2	Teachers will provide roughly 4 hours of learning per day. Teachers will, when appropriate, provide a guide for how long you may want your child to spend on a learning task. Please use this as a guide only.

Accessing remote education

How will my child access any online remote education you are providing?

The Remote Learning tools Holy Spirit RC Primary School have chosen to use can be found below. Our chosen platforms currently used consistently across the school are: Education City, White Rose Maths, Spelling Shed, TT RockStars, YouTube, Spanish videos, Purple Mash, MyMaths, Read Write Inc. Oxford Owls, Charanga and Oak National Academy.

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. We take the following approaches to support those pupils to access remote education and these decisions will be made on **a case by case basis**.

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Following surveying processes, devices including those being provided by the DfE and school devices (such as laptops and iPads) may be made available to be lent to families **on a case by case basis**. School leaders will communicate individually with families about the deployment of devices.
- The school's approach to access and connectivity is to work with Vodafone and the DfE to ensure pre-paid sim cards are available if required and these to be distributed **on a case by case basis**. We have made available to families, information on how to use gaming consoles for access for example: PlayStation and xBox [[click here](#)]

- Printed resources and resource packs are available for collection from the school office as required. In extenuating circumstances, these will be delivered to and collected from a child's home. This will be done on a **case by case basis**.
- Holy Spirit RC Primary School has timetabled remote online sessions deliberately at different times of the day, ensuring families with multiple pupils can access these sessions should they only have a single device.
- Following surveying processes, Holy Spirit RC Primary School have selected high quality remote education resources such as Oak National Academy and Spelling Shed which we feel are more suitable for remote learning on a mobile phone.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely at Holy Spirit RC Primary School.

- Small group live teaching
- 1:1 live teaching
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, Phonic Lessons, White Rose Maths, BBC Bitesize, YouTube, Joe Wicks and Everton in the Community resources)
- Printed differentiated paper packs and resource packs produced by teachers (e.g. workbooks, worksheets, Talk4Writing resources)
- Workbooks and online books.
- Commercially available websites and apps supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

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

- 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 alongside their child. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with their learning and encouraging them to work with good levels of concentration.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Pupil's engagement with remote learning will be checked weekly by class teachers and the Learning Mentor. Contact will be made through the learning platform or phone if the child is deemed not to be engaging with remote learning. This is a supportive measure for families

to ensure no child falls behind and to ensure school is doing everything possible to support our families..

- Reasons for disengagement will be explored with individual families and the school will make every reasonable endeavour to support re-assimilation with learning opportunities.
- If necessary, contact will be made with specialist teachers supporting for example: children learning English as an additional language, children with SEND, our disadvantaged pupils or any other pupils considered vulnerable.
- If necessary, teaching practice will be further adapted for remote education if disengagement is an ongoing concern.
- If disengagement is considered to be a potential safeguarding concern, this will be escalated to the DSL or Deputy DSL immediately.

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. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- The methods used to assess and feedback may include: Whole class/small group video feedback, comments, annotations or highlights on work submitted, audio comments, verbal feedback, self and peer assessment when appropriate, small group and 1:1 sessions, interventions and catch up.
- As part of the regular contact with teachers, one or more of the feedback methods above will be used (if a pupil is self-isolating - feedback on work will be given at least 2-3 times a week).

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We believe in 'Quality First Teaching' for all pupils and teachers at Holy Spirit RC Primary School skillfully make adjustments/scaffold learning to ensure access for all.

We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Contact will be made via the Learning Platform (SeeSaw) to support and engage pupils and families
- Regular phone contact to explore the quality of provision
- Adjustment of provision following any calls eg. use of two devices to access learning
- Individualised paper packs and/or resource packs to increase accessibility to learning and engagement with learning
- Live speech and language interventions (most of which are 1:1)

- Live social and emotional interventions
- All pupils with an EHCP not attending school are offered daily direct teaching input to support their differentiated learning
- Live intervention by specialist external to the school eg. Play therapist

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Where possible, arrangements will be made for self-isolating pupils to access teaching in the classroom remotely. Where this is not possible, work will be set by an online learning platform.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Every attempt is made to teach a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. This will be regularly quality assured by leaders in school in partnership with class teachers.