ST. BERNADETTE'S CATHOLIC PRIMARY SCHOOL

Learn to love, love to learn.

Blended & Remote Learning Policy 2020-2021

Mission Statement

At St. Bernadette's Catholic Primary School you will find us caring, hard-working and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

Approved by:	A. Cowings A. Carroll	**Date:** December 2020
Last reviewed on:	January 2021	
Next review due by:	September 2021	

Aims

This Blended & Remote Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including those with SEND or other inclusion needs) who aren't in-school through use of quality online and offline resources and teaching videos.

- To ensure the continued mental well-being; physical, social, moral and spiritual development of any children who are not able to access in-school learning.

- Provide clear expectations to all members of the school community with regards to delivering high quality remote learning.

- Ensure regular contact with all children and families.

- Provide appropriate guidelines for data protection.

Who is this policy applicable to?

- A child who is well, but must be absent from school when the rest of their bubble is in school due to:

    o Quarantining following travel abroad to a country, territory or region not on the current government travel corridor list.

    o Isolating at home because they are awaiting test results following Covid-19 symptoms.

    o Isolating at home due to someone they have had close contact with having tested positive for Covid-19.

- A child whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

- Children learning at home due to schools closing for most pupils during a local lockdown.

Expectations

- Work will be set so that pupils have meaningful and ambitious work each day in a number of different subjects.

- Work set is of equivalent length to the core teaching pupils would receive in school. This will include recorded teaching time and time for pupils to complete tasks and assignments independently.

- In Key Stage 1, pupils will be set a minimum of 3 hours a day on average, across the cohort, with less for younger children.

- In Key Stage 2, pupils will be set a minimum of 4 hours a day on average, across the cohort.

How will we work with parents to support off-site learning?

The Government guidance "Help primary children continue their education during coronavirus" (updated 16 July 2020) states that the best way to help children aged 4to 7 learn is to:

- sit with them as they work
- do active and practical things, rather than trying to make them sit and listen for long periods
- try to break down the work into shorter periods, based on how long they can concentrate
- take frequent breaks
- praise or reward them when they do well

The guidance also states that the best way to help children aged 7 to 11 learn is to:

- give them support and direction, but encourage them to do work independently too
- include active and practical things, rather than trying to make them sit and work for long periods
- try to break down the work into shorter periods, based on how long they can concentrate
- take frequent breaks
- praise or reward them when they do well

To check if they're learning try to:

- ask them questions as they go
- talk about things they learned

We recognise that due to the age of our EYFS/KS1 pupils and some pupils with SEND, many activities, including those we provide for in school are of a practical and play based nature and that children often need adult support to complete their tasks.

We know that each child's needs and each family's circumstances will be unique. Digital provision can be a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. Therefore, the tasks we provide for at-home learning are a suggestion for parents to use.

Class teachers will be available to discuss each child's specific learning priorities and offer other help and support if parents request this. We will work with families to deliver an ambitious curriculum appropriate for their level of need.

A child who is self-isolating but the rest of their class is being taught as normal

If a child is isolating or quarantining, we will send copies of the class work which the rest of the class are completing in school to the child.

This will be by shared documents on Seesaw (https://web.seesaw.me/) for EYFS, KS1 and KS2 using the child's login details; or if access to this is not possible email or post. A list of useful online learning games will be supplied. We recommend parents use National Oak Academy to access video lessons if they feel this is appropriate for the needs of their child.

A whole bubble closing or a local lockdown

If a whole class is isolating or if we enter a local lockdown where school is asked to close to most pupils then we will provide lessons to view and work set to complete at home. This will be by Seesaw where teachers will create lessons and activities for a range of subjects. If access to this is not possible, we will use email or post to send copies of work set.

Content and Tools to Deliver This Remote Education Plan

- Seesaw
- Phone calls home.
- Paper based learning packs (either downloadable by parents/carers or posted).
- Use of BBC Bitesize, TTRS, Spelling Shed, Accelerated Reader, Oak Academy, phonics play, Espresso and White Rose Maths.

Home and School Partnership

St Bernadette's Catholic School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

St Bernadette's Catholic School has provided log in details for accessing Seesaw.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support 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. Should accessing work be an issue, parents should contact school and alternative solutions may be available. These will be discussed on a case-to-case basis.

All parent/carers can email their specific year band teachers for support.

Online Safety

We recognise that with increased uses of digital devices, children may be more at risk from dangers online including viewing inappropriate **content,** having **contact** with inappropriate people and be at risk from experiencing or acting themselves with poor **conduct**.

Children of a primary school age should be supervised by and adult when accessing the internet.

We recommend parents ask their child regularly:

- Where they are going and what they see? - this will help talk about content risk.

- What they do online? - this will help understand any conduct risks and see whether children are chatting on anonymous sites or posting comments about themselves.

- Who they are talking to? - this will help cover the contact risks, particularly if children's online friends are people they do not know offline.

The Government guidance "Help primary children continue their education during coronavirus" (updated 16 July 2020) states that Digital devices are not the only way to learn. Parents and carers should manage screen time with a timer and break up screen time by getting a child to:

- use books and other printed materials that their school has provided or that you have at home
- write by hand – try asking them to complete work by hand, write a diary, a summary of things they've done each day or 'to do' lists
- be active and get away from the screen regularly
- stop using digital devices at least an hour before bed

Teachers

- All staff will take appropriate steps to ensure their devices remain secure. This includes
    - keeping the device password protected
    - Making sure the device locks if left inactive for a period of time
    - Not sharing the device among friends and family
    - Installing antivirus and anti-spyware software
    - Keeping operating systems up to date
- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
- All parent/carer emails should come through the school year band email account e.g. year4@stberns.bham.sch.uk
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL
- When providing remote learning, teachers must be available between during their normal working hours.
- If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- When providing remote learning, teachers are responsible for setting work:
    - They need to set work for their class and setting groups. They may need to set further work to cover other classes.
    - They should deliver frequent, clear explanations of new content and provide opportunities for interactivity, including questioning, eliciting and reflective discussion or through high-quality curriculum resources.
    - They should also provide scaffolded practice and opportunities to apply new knowledge.
    - In KS1 and KS2, they need to set daily Maths and English lessons. These lessons will have a teaching point and an independent activity.
    - In KS1 and KS2, Religious Education, PE, Topic and Science lessons will also need to be set on Seesaw. These lessons will have a teaching point and an independent activity.
    - Optional reading activities and opportunities to attend live mass will also be shared with classes.
    - In EYFS, staff will need to set a range of lessons, which include Maths, Phonics, Literacy, Religious Education, Handwriting, Communication and Language, Physical Development, Topic and Story/Rhyme activities.
    - Weekly Maths and English homework will be provided online.
    - On Seesaw, the work needs to be scheduled to go live for 6am on the correct timetabled day.

- The children will be given two days to respond to the activity. After two days, submitted work will not be marked.

- Teachers should archive old lessons on Seesaw.

- Teachers should ensure that lessons are responsive to pupils' needs and that they address any critical gaps in pupils' knowledge based on completed work.

- When providing remote learning, teachers are responsible for providing feedback:

  - Children should receive timely and frequent feedback on how to progress.

  - Staff can 'Send Back' work on Seesaw that is completed incorrectly or needs improvements.

  - Staff will 'Approve' work and provide typed comments for independent activities.

  - Staff can view which children have or have not accessed online learning via Seesaw.

Teaching Assistants

- Teaching assistants must be available between during their normal working hours.

- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

- During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

- Teaching assistants will also be required to complete online training if they are working from home.

- Teaching assistants are also expected to provide reading opportunities for children, which will be shared online.

Senior Leaders

Are responsible for:

- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Monitoring the remote work set and feedback given by teachers in their subject. This will be done by reviewing work set

- Alerting teachers to resources they can use to teach their subject remotely

IT staff

IT staff are responsible for:

Insert details, such as:

- Fixing issues with systems used to set and collect work

- Helping staff and parents with any technical issues they're experiencing

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- Assisting pupils and parents with accessing the internet or devices

Designated safeguarding lead

Is responsible for:

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

Is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.

Parents

Are responsible for:

- Supporting their child to access their learning, including downloading packs sent by school and helping their child log-in to Seesaw where appropriate.

- Making the school aware if their child is sick or otherwise can't complete work.

- Seeking help from the school if they need it.

- Being respectful when making any concerns known to staff.

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

A. Hulse
Computing Co-Ordinator
January 2021