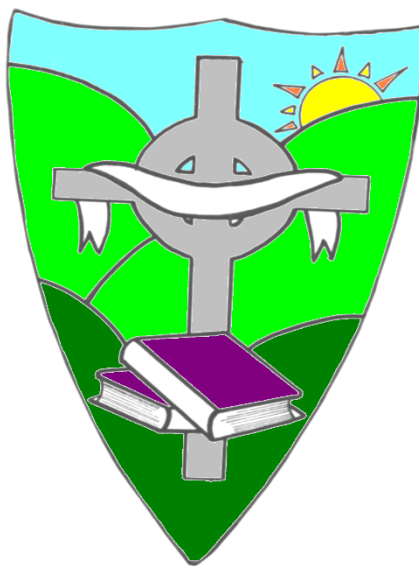# St. Mary's Primary School

Remote Learning and Teaching Policy

January 2021

Remote Learning Policy

Introduction

In the event of school closure or part-time attendance, staff at St. Mary's Primary School will continue to provide Education and support to our pupils, using in-school teaching, remote learning and/or a combination of both. Depending on the circumstances, learning will be conducted using in-school teaching and learning, educational packs of resources and Google Classroom /Seesaw app. This will ensure that the needs of all pupils are catered for and will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class. Teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils. Teaching and learning can be tailored, changed and updated as time progresses, in-line with DE circulars 2020/ 05 and 2020/06, allowing for replication of classroom activity to the best of our ability.

This policy takes into account the EA guidance, Readiness for Continuity of Learning at Home (see final page of policy)
This policy outlines all procedures and provides clear guidance as well as what is expected of each member of our school community.
In all communications we will adhere to our commitment to maintaining positive wellbeing of everyone.

Flexibility

We realise that the circumstances that cause our school to adopt a 'blended learning' approach 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 and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; 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.

Expectations

In the case of any school closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability.
Closure may be as a result of Government guidelines or a bubble having to isolate due to a confirmed case. Bearing in mind the need for flexibility, we understand that work may be completed out of sync. That said, the work that pupils engage in during a period of closure, or as part of the 'blended learning' approach, will be part of our current planning and so cannot be considered as optional.
Teaching staff will expect to receive all home assignments within a 24-hour timeframe. Should families encounter any difficulties with this arrangement, they must be discussed with the child's class teacher in the first instance.
Should individuals have to isolate as a result of a family member being a confirmed case, home learning will also be provided. However, as notification of individuals having to isolate can be at short notice some tasks already planned for the day may not be suitable for home learning. Every effort will be made to ensure alternative activities are assigned or adapted for home learning. Please see specific guidance in Appendix 1.

Content and structure of learning

In the event of a period of remote learning differentiated work will be provided to all pupils through a weekly timetable. Notes outlining lessons and additional information will be shared on Seesaw and Google Classroom. Teaching and learning resources such as PowerPoint presentations, links (to online videos, games, animations etc) activity sheets etc. will be shared via Google Classroom or Seesaw (dependant on age of children and activity).

Daily learning will include a literacy lesson, numeracy lesson and activities linked to other areas of the curriculum e.g. World Around Us/ PDMU etc. Reading and Spelling.
Teachers will prioritise key learning opportunities with an emphasis on developing transferrable skills whilst consolidating and building upon prior learning, knowledge and understanding. All learning activities should have clear purpose and explicit success criteria. Activities should be designed to be completed online with no expectation for homes to have a printer.

Audio of the teacher may form part of lessons so recorded audio may be shared to demonstrate learning which can be accessed at any time. Live lessons will be used for some classes and these will be conducted safely through the use of C2K facilities such as Collaborate Ultra. We recognise the importance of peer interaction and so opportunities to share learning will be provided through the use of challenges, videos or slideshows of photographs shared, the use of Seesaw blog or class discussions on Google Classroom.

Online Facilities:

Pupils have access to a range of online facilities and programmes that can be used whilst learning remotely:

Mathletics (P1-P7)
Accelerated Reading (P4-P7)
Seesaw (P1-P3)
Google Classroom (P4-P7)

Teaching staff will…

• Ensure all learners have internet access and laptop/ other device and if not will provide alternative methods.
• Place significant emphasis on pastoral development within the classroom.
• Prepare paper resources to meet the needs of each child.
• Share teaching and learning activities with their class through Google Classroom/Seesaw.
• Ensure that online learning protocols are clear to keep everyone safe (see website for Online Safety Policy)
• Continue providing work and support in line with current, extensive planning that is already in place throughout the school and ensure there is a good balance of teacher-led, independent and collaborative learning as well as online and offline learning.
• Give credence to the fact that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
• Ensure daily contact with pupils, either face-to-face or through Google Classroom/Seesaw. Ensure vulnerable (statemented) pupils' parents are contacted once a week by telephone.

• Reply to messages, set work and give feedback on learning/activities. Work may be submitted on google classroom or through seesaw in the form of written worksheet, screen shot of work, verbal, video, etc and feedback may be in the same manner.
• Actively strive to maintain a relationship with pupils through pastoral phone calls, videos or verbal messages.
• Make allowances for asynchronous learning, understanding that the circumstances may affect families in a number of ways.
• Inform the Principal (if unwell)
• Monitor and track progress and levels of participation in learning and make contact and support any children who lack engagement. Support will always be provided to ensure learning is accessible, clear and straightforward with additional guidance for parents provided where necessary.

Non-teaching Staff will…

• Support class teacher in preparation of support packs/activities.
• Inform the Principal (if unwell).
• Support, where necessary, individual/small groups of pupils by providing tailored activities which can either be used in school or when learning at home.
• Support children they are assigned to by providing support in the form of resources under the direction of the teacher.

Pupils will...

• Adhere to all guidelines as directed by staff.
• Be assured that wellbeing is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
• Undertake any tasks prepared for home learning.
• Endeavour to keep up-to-date with daily teaching and learning, either in-school or using Google Classroom/Seesaw.
• Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly.
• Only access the material shared by their teacher and will ask for parental permission to use technology for anything beyond that.
• Read daily, either independently or with an adult.

Parents will...

• Support their child's learning to the best of their ability.
• Ensure their child completes all home assignments and submits them to the class teacher within 24 hours.
• Ensure their child engages with Google Classroom/Seesaw activities, set by their teacher.
• Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of C2k My School/Google Classroom/Seesaw.
• Know they can continue to contact their class teacher as normal through email/Google Classroom/Seesaw if they require support of any kind.
• Send messages and queries that are in relation to tasks set by the teacher and/or relating to any pastoral/ well-being concerns.
• Check their child's completed work each day and encourage the progress that is being made.
• Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.

Appendix 1

Preparation for Class Self Isolation

During any class self-isolation the class teacher will be available via Seesaw/Google Classroom/email between 9am - 5pm. Any work/messages submitted outside of this directed time will be marked/responded to on the next working day.

Class Isolation Work

During any 10-day class isolation period the class teacher will be setting one piece of Literacy and one piece of Numeracy each day for your child to complete. There will be instructions for each piece of work and this could include a short video clip of the teacher, an audio clip or a demonstration etc. For 'Safeguarding' reasons there will be no 'live video streamed' lessons. The work will be submitted that day for marking the same way it would in school for feedback. There will also be one other piece of work published daily e.g. WAU, RE, PDMU, the ARTS etc. Daily spelling, maths facts and reading will also continue.
Accelerated Reading for P4 – P7 is available online.
We are using 'Mathletics' during this Academic year and pupils in P1 - P7 have already received their codes for this year.

Notification of Class Self Isolation

If a pupil has tested positive for COVID-19 it is crucial that you inform the school straight away by either ringing the school or emailing mmcconville950@c2kni.net (outside school hours & weekend). The parents of all the pupils in that class will receive a letter informing you that a member of the 'class bubble' has tested positive and that your child needs to self-isolate for 10 days, during which time it is important to monitor your child in case they display symptoms (your child does not need tested during this period unless they display symptoms). If you have another child in a different class they can still attend school (unless the child is a sibling of a pupil who has tested positive) as normal and other members of your household can still attend work etc. The rest of the school community will receive a separate letter/text informing you that a 'member of the school community' has tested positive for COVID-19 and that the school are working with the PHA. All other classes can attend school as normal.

Current Measures- We continue to operate 'Class Bubbles' in school and the playground continues to be divided into 'Play zones'. Interaction between classes is kept to a minimum and everything is risk assessed in line with current guidance from Education Authority and Department of Education. This means that should a member of the school community test positive for COVID-19, we will seek advice from the PHA and advise all those who have been in close proximity to that pupil/staff member so they can initiate the self-isolation period (this will include everyone in that class bubble - pupils, teacher and classroom assistant).

ea Education Authority

Readiness for Continuity of Learning At Home

A basic checklist intended to help schools prepare for learning at home.

Access	*Please make sure that everyone can access learning.* a) Do all staff have internet access and a laptop or other device? b) Do all the learners have internet access and a laptop or other device? c) Do we know who has no internet/laptop/device? Can we address this? d) Do we know who has poor internet connection? e) In this case, how are we providing alternative learning materials, feedback and opportunities to speak with staff and peers? How often?
Routines	*Please do not try to replicate a school timetable.* a) Have we made online lesson protocols clear to keep everyone safe? b) Do we expect every learner to log in every day? c) What is our minimum expectation for teacher contact with each class? d) What is our minimum expectation of teacher-led lessons per day/week?
Wellbeing and engagement	*Please make sure the learners have regular two-way contact with their teachers and with peers.* a) Do we have a simple checklist for the learners of what the school expects of them? b) Do we have a daily point of contact for the learners with a pastoral focus, eg a morning greeting from Class Teacher/Form Teacher? c) Do we have a group online conversation for learners about how they are managing, eg with as a Form Class with their teacher? d) Do Classroom Assistants assigned to learners have a daily/weekly contact routine? e) If learners are not engaging, what are our approaches to help them? f) If a teacher is ill, what contingency do we have in place?
Teaching, Learning and feedback	*Please make sure there is a good balance of:* a) teacher-led, independent and collaborative learning; b) online and off-line learning; c) ways in which to collect the learners' work, eg typed and submitted; photographed pieces of writing or art; recorded piece; d) ways in which to provide feedback to the learners, eg individual, whole class, verbal, written, video, marks, grades and/or annotations.
Monitoring and evaluation	*Please make sure to keep regular checks that all of the agreed approaches, routines and structures are working well for the learners, their parents/carers and staff.*
Communication with parents/carers	*Please make sure there is regular two-way contact with parents/carers.* a) Do we have a clear and straightforward checklist for parents/carers, eg 'What you can expect from our school'? b) Do we have clear and accessible guidance for parents on how to help their children access and engage in their learning and stay safe online? c) Are our parents/carers clear on how to make contact with the right staff member if their children have any difficulties related to their wellbeing or to their learning?