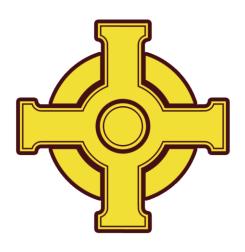# ST JOSEPH'S PRIMARY SCHOOL CARNACAVILLE

Remote Learning Policy

Remote Learning Introduction

In the event of long term closure, class closure or part-time attendance, staff at St. Joseph's Primary School will continue to provide education and support to our pupils, using remote learning. Depending on the circumstances, learning will be conducted using C2k platforms, educational packs of resources and apps. These may include:

− Google Classroom
− C2k (Newsdesk for example)
− Seesaw
− School website
− Collaborative Ultra

This list is not exhaustive and is subject to change but it will ensure that the needs of all pupils are catered for. The platforms will allow staff to keep in daily contact and provide two-way communication for teaching and learning, 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 our pupils. Teaching and learning can be tailored, changed and updated as time progresses, in-line with DE circular 2020/06, allowing for replication of classroom activity to the best of our ability. In all communications we will adhere to our commitment to maintaining pupil well-being.

Flexibility

We realise that the circumstances that cause our school to adopt a 'blended/remote 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 their own children's learning, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of, and a willingness to adapt to these difficulties on all sides is essential for success.

Rationale

Aims of Remote Learning Policy

▪ To outline St. Joseph's Primary School's approach for supporting pupils who cannot attend school due to a number of factors eg, the Covid-19 pandemic.
▪ To outline expectations for the whole school community for Remote Learning
▪ To provide a consistent approach, followed by all staff, in year groups, Key Stages and across the school.
▪ To provide structure, support and encourage the well-being of our children
▪ To provide open lines of communication in a confidential manner if children are unable to attend school
▪ To provide appropriate guidance for data protection
▪ To provide a progressive curriculum which ensures high levels of attainment
▪ To ensure we get it right for every child and that all young people in our school are safe, healthy, achieving and included

Who is the Policy Applicable to?

This policy is applicable to all but especially in light of the ongoing Covid-19 pandemic, pupils, staff and families should self-isolate in line with government guidance if they have any of the following symptoms:

- A new continuous cough;
- A high temperature/fever; or
- Anosmia (a loss or a change in your normal sense of smell which can affect your sense of taste).

If children are unwell with any of the above symptoms or unwell generally, they should not come to school and MUST stay at home.
Pupils who are unwell should concentrate on recuperating and getting back to full health so they may return to school.
Children who are shielding due to Covid-19 (and who are in receipt of a medical letter from their GP or specialist) will be provided with additional work via our online learning platforms/hard copies. Children who are shielding, provided they are well, should complete this work at home.

If a child is instructed to shield, parents should provide a copy of this letter of advice to school.
It must be recognised and accepted that teachers may still have a full teaching timetable and will not be available during class teaching time to respond to online queries.

However, if school is unable to open due to lockdown, teachers should provide a full breadth of activities and should be available to offer support to pupils between 9.00am and 3:00pm.
In the event that a whole class or "bubble" of children are instructed to self-isolate, the full breadth of remote learning activities will be delivered to this group. Children should complete these activities provided they are well enough and are not displaying symptoms. Should the teacher in the class "bubble" be unwell and not able to work, the children may be taught by another teacher.

What is Remote Learning?

"**Remote learning describes any learning where the teacher and the learner are not physically together. The pandemic created the need for a period of emergency remote learning & teaching, where both teachers and learners had to adjust very quickly to a new way of communicating with each other**", *DENI.*

Educational resources, information and support for pupils is provided through hard copy learning resources and/or online through the e-learning platforms. Remote Learning can occur synchronously with real-time teacher to pupils and collaboration, or asynchronously, with self-paced learning activities that take place independently of the teacher.

The nature of remote learning provision will vary across schools who need the flexibility to plan and provide remote learning that is suitable for their particular circumstances. This includes considering the age and learning needs of pupils, as well as the content of particular subjects or areas of learning. Remote learning for younger pupils and those who may have additional learning needs will typically

need more involvement from parents, whilst some older pupils may be able to learn more independently.

Asynchronous Learning

Asynchronous Learning is a student-centred teaching method widely used in online learning. Its basic premise is that learning can occur in different times and spaces particular to each learner, as opposed to synchronous learning at a same time and place with groups of learners and their instructor, or one learner and their instructor. In asynchronous learning, instructors usually set up a learning path, which students engage with at their own pace.

Synchronous Learning

Synchronous learning refers to all types of learning in which the learner and instructor are in the same place, at the same time, in order for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together. In synchronous learning, students usually go through the learning path together, accompanied by their instructor who is able to provide support while students are completing tasks and activities.

Most online teaching happens asynchronously, with synchronous learning usually taking place only if there is a specific need for live discussion or interaction, or as a strategy to build community among learners.

What is Online Learning?

"Online learning is a generic term that refers to any learning that is done using digital resources. It encompasses both learning that is done entirely in a digital format as well as learning that is done digitally within a broader learning programme. Online learning can be completely self-directed, or it can be structured by someone other than the learner."

Education Authority, Moving to Blended Learning in the Primary School.

In St. Joseph's Primary School, we will use a combination of both types of learning via the following online learning platforms/websites/apps:

Reception – P3   Seesaw
P4 – P7   Google Classroom,

This is not an exhaustive list but seeks to highlight the core online learning platforms (either app or website).

Expectations

In the case of long term 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. 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, will be part of our current planning and so cannot be considered as optional. However, we understand that:-

- A family, have to find the best system that works for them;
- The work which the teachers are providing is a suggested list of activities, please don`t feel you have to complete all of these as the children don`t have to be busy working all day every day;
- we are not trying to exactly replicate the school day;
- As a school we are trying to be flexible in our approach and find a way to accommodate all our children and families;
- We aim to try and find an appropriate balance of work for the children;
- During whole school lockdown we endeavour to provide a minimum of two sessions on Google Meet for the children from P4-P7 as we feel these are important for the pupils pastorally so they can have face to face contact with their teacher and see their peers. These, while important, may not always be suitable for you or your child at times, so please don't feel under pressure to use them all;
- At times devices are being shared within households and we understand this;
- At times we will provide supervised learning in school for children of key workers who have exhausted all other alternatives and teachers will be required to be on rota for this. This may impact on their online activities. Teachers will endeavour to respond to comments and work posted online in a timely manner. Depending on other assigned duties a teacher may not always respond on the same day a comment or piece of work is submitted.

Roles and Responsibilities

<u>Teaching Staff will:</u>
- Ensure that online learning tasks are differentiated according to pupil needs;
- Prepare weekly resources (hard copy) to meet the needs of each child, if appropriate;
- Continue teaching where possible, in line with current planning that is already in place for each year group;
- Avoid where possible using personal devices or share their personal contact details e.g. private mobile number, personal non-work email address, work email address etc;
- Accept that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Attend virtual school meetings as required within the school day;
- Assign appropriate, flexible learning activities for children with consideration of individual remote learning environments which encourages both independent work and peer interaction through agreed school platforms;
- Provide time for self-assessment and peer assessment as appropriate;
- Place an emphasis on pastoral development within the classroom;
- Continue providing work and support in line with current planning that is already in place.
- Ensure daily contact with pupils through agreed school platforms;
- Make allowances for asynchronous learning, understanding that the circumstances may affect families in a number of ways;
- To engage with effective learning and teaching resources;

- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 am – 3:00pm;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow.

Non-teaching Staff will:
- Support the class teacher in preparation of support packs/activities;
- Inform the Principal/Vice-Principal if unwell;
- Support, where necessary, individual/small groups of pupils by providing tailored activities (under the direction of the teacher) which can either be used in school or when learning at home;
- Have access to online platforms to support remote learning;
- Be available for Google Meet sessions as arranged with the class teacher.

Parents and Carers will:
- Support and encourage their child's learning to the best of their ability;
- Ensure their child completes the home assignments (either hard copy or digital) and submits them to the class teacher within the allocated time;
- Ensure their child engages with Google Classroom/Seesaw activities, set by their teacher;
- Not to screenshot or copy any information, messages or posts to share on social media or any other platform outside of Google Classroom/Seesaw;
- Know they can continue to contact their class teacher as normal through Google Classroom/Seesaw or by contacting the school office, if they require support of any kind;
- 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.

Children will:
- Undertake tasks prepared for home learning;
- Engage in learning through a digital platform;
- Seek help when needed;
- Only send messages and queries that are in relation to tasks set by the teacher or in relation to questions the teacher may ask them directly;
- 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;
- Endeavour to keep up-to-date with daily teaching and learning, either in-school or using Google/Seesaw;
- 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;
- Consider learning a new skill, follow their own interests to discover more about the world around us or be creative, should an extended period of remote learning be required;
- Ensure everyone feels valued, respected and included.
- Contribute their views during direct and remote learning;
- Offer peer support and guidance through shared learning.

<u>Assessment and Feedback</u>

"Schools and teachers recognise a focus on feedback is key. E-learning tools provide opportunities to give whole class and individual feedback to pupils whilst they are learning remotely." *Education Authority, Moving to Blended Learning in the Primary School*

Pupil engagement is key and at a basic level work must be completed. Activities should be clear with defined goals and expectations. Work needs to be differentiated to allow every child to be able to complete the work set and learn from it.

Children need self-motivation and good time management skills when working remotely and good feedback will provide this. Giving regular feedback lets children know that their work is being looked at and keeps them motivated and enthusiastic about their learning. It keeps lines of communication open between the child and the teacher while enhancing their learning and providing opportunities for progression or consolidation.

Feedback needs to be specific to allow learners to know what they have done well as well as ways to develop further. Assessment can be both Summative and Formative.

Teachers can give a variety of feedback such as comments on work uploaded to Google Classroom/Seesaw. These can also be individualised giving specific support or advice. Feedback can be both learning focused or more general praise and celebration of achievement.

<u>Achieving Balance</u>

It is important that we as a school get the appropriate balance between academic work for the children and looking after their wellbeing. The work which is provided for the children is only a guideline. We know that all home circumstances are different and so we only ask that parents complete an amount of work they feel is appropriate for their child. Some days will be busier than others and parents may not get as much done as other days and that is ok. We as a school are here to support and help as much as we can. We are also mindful of the amount of screen time remote learning involves for pupils and staff and we endeavour to support the mental wellbeing of the pupils, staff and parents. Achieving a balance can involve the children taking part in activities which will not involve working from devices, but that will complement the work they are doing in school in other ways. It may take the form of art/craft, quizzes, competitions, baking, etc. Each teacher will have their own ideas on this but we hope that this will allow for much needed space for everyone.

<u>Online Safety</u>

- To keep both staff and children safe, we should follow the guidelines set out in Google Meet Protocol. *(copy of Protocol and Google Meet poster will be included)*
- Children and staff will follow normal class rules online.
- Children and staff are not to share any content from the learning platforms on social media

Parental Advice for Remote Learning and Teaching

We know that the idea of supporting a child's learning can seem daunting. It is important to remember that parents are not expected to become a teacher and that your child does not need to learn in the same way as they do in school. The most important aspect is the relationship that a parent already has with their child, this will enable you to support and reassure them during this unusual time.

On the days that you are engaging with remote learning, plan the day out in advance with your child, doing this will help to reduce pressure or anxiety. Ensure that they have a range of short 'chunks' of time when they are engaged in an activity. Not all activities should require direct adult support, plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if necessary. It is important to make sure that your child isn't working online all day; factor in time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities such as board games, puzzles or outdoor games can help your child to further develop skills such as problem solving, turn taking, co-operating with others.