

St Brigid's Primary School Online Teaching and Blended/Remote Learning Policy



Learning and Growing Together

Policy reviewed by staff—September 2020

Reviewed and ratified by Governors- October 2020

Signature of Chair _____

Mission Statement

St Brigid's Primary School seeks to provide a safe, caring, inclusive and stimulating environment in which all children have an equal opportunity to fulfil their potential. Our Catholic values of respect, honesty and tolerance enables everyone to learn and grow together. We aim to provide high quality learning experiences for all our children, working in partnership with parents, the parish and wider community.

Introduction and Rationale

The Covid-19 crisis has made it necessary to develop facilities for distance learning to ensure that the education of our children continues, even if it becomes physically impossible to attend school in the event of a lockdown, in the isolation of a year group bubble, or where part-time attendance at school becomes necessary. In the event of long-term closure, interrupted attendance due to year group bubble isolation, or part-time/limited in-school hours, staff at St Brigid'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. This constitutes, essentially a Blended Learning Model. Depending on the circumstances, learning will be conducted using in-school teaching and learning, educational packs of resources and the Microsoft Teams/Seesaw Class apps. This will ensure that the needs of all pupils are catered for and the Apps 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 circular 2020/06, allowing for replication of classroom activity to the best of our ability. As part of this, the Continuum of Remote Learning (DE2020/06 p9) will be embedded, where the school can adapt online learning at different levels dependent on the children's needs. In all communications we will adhere to our commitment to maintaining pupil wellbeing.

Policy reviewed by staff—August 2020

Addendum reviewed and ratified by Governors-

Signature of Chair _____

Aims

This Online Teaching and Blended Learning Policy aims to:

- Ensure consistency in the school's approach to blended/remote learning

- Set out expectations for all members of the school community with regards to blended/remote learning
- Provide appropriate guidelines for data protection

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, or run as smoothly as they could. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectations

In the case of short or long-term closure, we believe that it is in the best interests of our pupils that we continue to provide structured support. Bearing in mind the need for flexibility, we understand that work may be completed out of sync. 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. Pupils and parents should consider the arrangements as set out in this document as highly recommended. Teaching staff will expect to receive all home assignments within a 24-hour timeframe. Should families encounter any difficulties with this arrangement, they should be discussed with the child's class teacher through the communication channels now available as soon as is possible.

Teaching staff will...

- Place significant emphasis on pastoral and 'nurtured' development within the classroom.
- Prepare weekly resources to meet the needs of their class.
- Share teaching and learning activities with their class through Microsoft Teams/Seesaw. (See Appendix 1)
- Continue providing work and support in line with current, extensive planning that is already in place throughout the school.
- Recognise 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 Microsoft Teams/Seesaw.
 - Raise concerns, with the the safeguarding team if necessary.

- Reply to messages, set work and give feedback on learning/activities, within a 24-hour period, between 9.00am- 4.00pm (where the teacher is fully fit to do so and technology allows).
- Make allowances for home learning, understanding that the circumstances may affect families in a number of ways.
- Monitor and control access, content and participation of pupils in online classrooms.
- Inform the Principal/Vice-Principal (if unwell) and ensure cover by another staff member for sharing of activities and keeping in touch with parents.

Non-teaching Staff will...

- Support class teacher in preparation of support packs/activities.
- Inform the Principal/Vice-Principal (if unwell).
- Support, where necessary, individual/small groups of pupils either through guidance and participation in sessions either in school or when learning at home, where possible.
- Have access through Microsoft Teams/Seesaw apps to support remote learning.
- Ensure their communications have been shared with the class teacher and/or SENCO.

Designated Safeguarding Teacher will:

- Respond to any concerns.
- Collate and pass on information to relevant agencies.
- Maintain up to date records.

Pupils will...

- Adhere to all guidelines as directed by teachers and comply with our golden rules at all times when taking part in online sessions. These are:
 1. We respect ourselves and our work.
 2. We respect others.
 3. We respect our school.
 4. We are responsible for our own actions.
 5. We are responsible for our safety.
- Engage in online learning suitably prepared and clothed. (Not in pyjamas)
- 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 Microsoft Teams/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 regularly, either independently or with an adult. Pupils should also spend time reading aloud.
- Consider learning a new skill, follow their own interests to discover more about the world around us and be creative, should an extended period of remote learning be required.

Parents will...

- Support their child's learning to the best of their ability, including ensuring good online conduct relating to all schoolwork, complying with our school Golden Rules.
- Ensure that their child engages with online learning in a suitable location, where they have the right environment to concentrate. However, this should not be in their bedroom. (parents are asked to monitor this online activity)
- Ensure their child completes the all home assignments (either hard copy or digital) and submits them to the class teacher within 24 hours.
- Ensure their child engages with Microsoft Teams/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 Microsoft Teams/Seesaw.
- Know they can continue to contact their class teacher as normal through the Microsoft Teams/Seesaw App or by contacting the school office, if they require support of any kind.
- Check their child's work each day and encourage progress.
- 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.
- Be mindful of the teachers need for an appropriate work/life balance.

Associated Policies:

This policy operates alongside all of the school’s relevant safeguarding, positive behaviour policies, SEN and e-safety policies. This policy also operates alongside the current school Teaching and Learning Policy.

Monitoring and Evaluating of this Policy

The effectiveness of the online teaching and learning outlined in this policy shall be evaluated through surveys of teachers, pupils and parents at the end of each academic year to which it applies, and reported on to the Principal and Board of Governors by the Assessment Co-ordinator, who shall recommend alterations and improvements dictated by the evidence provided.

Review Date

This policy will be reviewed annually at present, reflecting the constantly changing circumstances of the covid pandemic, following an initial review date, initially by Assessment Co-ordinator who shall recommend amendments to the Principal.

Initial Review: June 2021

Next Review: June 2022

Review Date	Comments
September 2020 (Creation Date)	Policy created to meet the changing needs of education.
June 2021	
June 2022	

Appendix 1

In the event of a whole class having to self isolate pupils will be encouraged to continue to learn from home in the following manner.

The class teachers will use the Seesaw app for communication with parents to direct them to the learning overview for the time that school may be closed. Reading for 15 minutes and Mental Maths activities are encouraged everyday.

The class teacher will deliver **two short real time teaching** opportunities per day. One for literacy and one for numeracy. This will be via Seesaw(FS/KS1) and Microsoft Teams (KS2).

The explicit teaching will be followed up with directed learning activities for the children. This may be through an uploaded worksheet to seesaw or google classroom. Or the children may be directed to an online activity such as Mathletics, Bug Club, Top Marks, BBC Bitesize.

Completed work is uploaded back to the teacher.

Work is marked and returned to the child providing varying forms of verbal and written feedback.

The class teacher will direct learning across the breadth of the curriculum, in the course of the week.

Proposed Foundation Stage Sample Timetable

Day	Literacy	Numeracy	Other
Monday	Daily Phonics	Number	RE
Tuesday	Phonics & Dictation	Number	WAU
Wednesday	Phonics & Shared Reading	Measures/Shape & Space/ Handling Data	Art & Craft
Thursday	Phonics & Shared Writing.	Measures/Shape & Space/ Handling Data	PDMU

Friday	Phonics & Dictation	Problem Solving	PE
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Proposed KS1/KS2 Sample Timetable

Day	Literacy	Numeracy	Other
Monday	Phonics	Number	RE
Tuesday	Comprehension	Number	WAU
Wednesday	Grammar & Punctuation	Measures/Shape & Space/ Handling Data	Art & Craft
Thursday	Creative Writing	Measures/Shape & Space/ Handling Data	PDMU
Friday	Comprehension	Problem Solving	PE

Children in Sacrament classes will be directed to daily Grow in Love/ Religion activities.

In the event of individual children having to self isolate, pupils will be encouraged to continue to learn from home in the following manner.

The class teachers will use the Seesaw app for communication with parents to direct them to the learning overview for the time that the pupil may have to self isolate. Reading for 15 minutes and Mental Maths activities are encouraged everyday.

These children will work a day behind the rest of the class.

Daily Literacy, Numeracy and another Subject lesson will be uploaded to the child's individual journal throughout the day.

The class teacher will be available for explanation and support between 3.00pm and 4.00pm or via SeeSaw as agreed with the class teacher.

We have a small number of families with difficulties accessing online learning or with additional needs who prefer concrete learning materials.

These work packs may be collected from school or may be sent home with a named child by parental request.

In the event of a substantial number of children within the class having to self isolate,(more than 25%) pupils will be encouraged to continue to learn from home in the following manner.

The class teachers will use the Seesaw app for communication with parents to direct them to the learning overview for the time that the pupil may have to self isolate. Reading for 15 minutes and Mental Maths activities are encouraged everyday.

These children will work a day behind the rest of the class

At the end of the teaching day the class teacher will upload two pre recorded short teaching lessons. One in literacy and one in numeracy. The children will also be directed to other learning opportunities as described above.

My School is the interface that all children and young people use in Northern Ireland to access online tools and applications. Your child will have a username and password to access the website. A help sheet to access My School and Teams is available [here](#).

Children should have an additional login code for using the following platforms:

Foundation Stage

Mathletics
Bug Club

My School For Key Stage 1 & Key Stage 2

C2k News desk
Learning Exchange - Microsoft teams
Google Classroom
Mathletics
Bug Club