St Teresa's RC Primary School

Blended-Learning/ Remote-Learning Policy

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This policy sets out the intent and broad guidelines that will underpin the school's actions if there is a need for pupils to work remotely and remain at home due to an outbreak of CV19 or in the event of a local or national lockdown. The working details of the policy will be devised at the time of need so that they can address the particular circumstances of that emergency. The prime intention of the school is that pupils will continue to be educated on site unless it becomes unsafe to continue. If this policy needs to be enacted it is expected that all parents and the school will work together in partnership to resolve any problems that need to be overcome.

This policy covers the support for pupils in the event of Blended-Learning/Remote-Learning being implemented.

Blended-Learning is a style of education in which pupils learn via electronic and online media **as well as** traditional face-to-face teaching.

Remote-Learning is whereby pupils access **all** their learning through electronic and online media.

Purpose

The purpose of this policy is to certify there are procedures in place to ensure pupils are supported effectively in the event they are unable to be taught within the school grounds of St Teresa's RC Primary School.

In the event that the school or classes are closed due to the need to isolate or national lockdown, the policy will identify the steps in place to ensure all pupils are able to access learning while at home.

The need for equity will be identified, and support for both parents and pupils in accessing effective teaching will be addressed.

Format

1. To maintain teaching and learning of the curriculum the school will provide pupils with appropriate tasks and work to carry out at home.
2. The school website and learning platform will be used to direct parents to approved sources where they can find appropriate, high quality learning materials to support their children's learning.
3. Where homes and pupils do not have access to computers or the internet, alternative strategies will be used so that those pupils are not disadvantaged.
4. Where they cannot be provided by the pupils' homes, the school will do its best to provide appropriate materials and the other essentials necessary for pupils to learn e.g. writing materials, rulers, pencils, paper, colouring materials and work books.
5. If and when it is made available, the school will use DfE additional funding to fill gaps in pupils' resources and needs.
6. Where it is appropriate and possible to do so, the internet will be used safely by the school to maintain contact with pupils and parents to provide support for teaching and learning.
7. Teachers will try to maintain regular contact with their pupils so that they can support learning.
8. The school will follow the DfE guidelines and make appropriate provision for the continuing safeguarding, care and support of all pupils, especially those who are vulnerable.
9. The school will do all that it can will within its resources, to offer appropriate support to those with SEND and ECHPs
10. The school will remain available to offer help and advice to parents who request support with the provision of learning at home.

The learning platform used by St Teresa's RC Primary School will be Google Classrooms.

All classes will make use of Google Classrooms. Learning will also be supported by sending links to online apps and weekly phone calls from the teacher. This will ensure that all families are able to access at least some elements of the work set.

Equity

The use of Google Classroom will ensure **all** pupils are able to access the learning opportunities provided by class teachers equally.

The class teacher will provide all pupils accessing Learning through Google Classrooms with their login details.

In the event that pupils do not have the equipment/facilities at home to access their learning online they will be informed to contact the school.

Pupils will be familiar with the platforms used by their class teachers having used Google Classroom as they progressed through the school to year 6.

The level of support at home should be taken into account in the activities/work set for pupils. Activities/work being set should be a consolidation of work already completed in school or have clear teaching points for pupils to not need further explanation from parents/guardians.

The SENDCo. will support the learning for those who have an EHCP and make sure that the work is appropriate to their needs and targets.

Support

Teachers and support staff have received training in making use of Google Classrooms and have access to online support material at https://sites.google.com/view/usingedtechgavin/home.

Pupils will be familiar with Google Classroom due to its use in St Teresa's RC Primary School. The complexity of tasks will vary due to experience of pupils and the learning opportunities they have had during their time in school.

Support for parents has been created in the form of online tutorials sent out via the school's app.. https://youtu.be/hTR3atjwIMo

On the occasion that parents are still in need of support, teachers will be asked to obtain the contact details of the parents and contact will be made to offer further support.

Expectations

The expectations of the stakeholders while implementing a Blended/Remote Learning may vary, therefore clarification on the matter is needed.

Amount of work set- pupils should expect 2-3 activities/tasks a day (1x maths, 1x English 1x topic/theme) which the teacher will provide feedback on. Some of this may be pre-recorded lessons from a range of sources including Oak Academy and BBC Bitesize. Pupils may be directed to additional learning activities in the event that these are completed quickly. Depending on the topic activity set this may be set over a longer period of time and therefore may not be set every day. Due to the context of the work set in Google Classroom, this may mean that new activities are not set daily but there would be an expectation that feedback from the class teacher is acted upon that day. Meaning activities set are expected to be returned to by pupils and they are not 'one-and-done' activities.

Feedback- the level of feedback provided should address any misconceptions held by the pupils in the work submitted, and acknowledge the work completed. Pupils should be made aware that their work has been seen.

Submission of work- pupils will be expected to complete the work on the day which it is set, this is to ensure teachers are not overloaded with the return of more than 3 pieces of work per pupil per day. Pupils should also be aware that work should be returned digitally before the end of their 'normal' school day.

Teacher workload- must be manageable, setting up to three pieces of work will mean a maximum of 90 pieces of work per day to be addressed. This will be the equivalent to 3 hours in KS1 and 4 hours in KS2. The expectation of work being completed by pupils before what would be the end of the school day should allow ample time for feedback/recognition of work to be completed. Pupils submitting work after the school day will mean the marking of that work would fall into the following day.

Late submission of work- on the occasion that pupils submit work on the day it was not allocated or after the end of the school day, should only expect feedback for three pieces of work on the following day.
For example, if a pupil submits their work at 6 pm on a Wednesday evening, they should not expect feedback on a Wednesday evening, this work would then fall into the teachers Thursday marking. Pupils who complete their work after the school day has ended could expect feedback on all the work submitted provided they continue to only submit 3 pieces of work a day.

NB. If a pupil submitted a week's worth of work (Max 15 pieces) on a Friday/Saturday/Sunday should not expect feedback on all pieces.

Level of work set- the activity set for pupils should be a consolidation of work they would have already expected or should have clear teaching support if introducing new concepts or extensions.

Safeguarding measures

The use of Google Classrooms conform to GDPR regulations in terms of data protection and sharing of data.

Making use of **Google Classrooms** allows pupils to only access their work and not the work of their peers. Sharing of good practice should once again be done only with permission through the 'Stream'.

Live Video Meetings

In the event that a teacher wishes to conduct Live teaching sessions with pupils, they will use Google Meet to host the meeting.

These meetings should be recorded and all pupils should be made aware that the meeting is being recorded. Parents may choose to be present in these meetings, in order to support their child, however, they should be asked to remain out of camera shot and remain silent so as not to disturb other pupils.