

St. Peter's C of E Primary & Nursery School



Remote/Blended Learning Policy Spring 2024

Adopted: November 2020

Next review: Spring 2025

St. Peter's Vision

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education which inspires every child to be the best they can be. This is within a framework which is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

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► Introduction

During the school closures in response to the coronavirus (COVID-19) outbreak in the UK, schools found they had to quickly adapt to providing pupils with learning opportunities they could access from home. Over the course of the subsequent lockdown period, school leaders and teachers had to develop systems for delivering home learning to their pupils for a significant amount of time. Now that schools have reopened to all pupils and classroom learning is returning largely to 'normal', it is more important than ever to have a plan in place to support any potential home learning for classes, year groups or the whole school, should a need to isolate or close again happen during the ongoing pandemic.

To be fully prepared in the event of future closures, partial closures or isolation of bubbles, St. Peter's C of E Primary School has carefully considered, consulted on and developed this policy for remote learning. The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to attend school. The policy outlines how teachers and other school staff will work to provide remote learning, whether they are delivering blended learning through the provision of both in-school and online lessons, or only accessing online home learning.

► Aims

The aims of this policy are in line with current government guidance on schools reopening from September 2020. The specific aims are:

- to plan and outline how and when the remote learning policy will be implemented in [school name];
- to support all pupils in their access to high-quality remote teaching and learning;
- to provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on submitted work;
- to anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety;
- to make staff roles and responsibilities clear in relation to remote learning;
- to declare the software and online tools approved for use by [school name] to support remote learning;
- to declare how and when [school name] will support the delivery of home learning by staff, including the possible provision of hardware.

Section One: Remote Learning Strategy

Circumstances where this policy will become operational

- ▶ The systems and procedures outlined in this remote learning policy will come into effect under any of the following circumstances:
 - a pupil, groups of pupils, class or bubble are required to self-isolate at home
 - in the implementation of a local area lockdown and subsequent school closure
 - if a member of staff is required to self-isolate but able to work from home

“Unlocking the gates to a lifelong love of learning and faithfulness”

“Start children off in the way they should go, and even when they are old they will not turn from it” Proverbs 22:6

Systems and digital workspaces

Teachers will be delivering lessons from their classrooms or from home through Microsoft Teams or Seesaw, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons. Recorded lessons allow more flexibility for families, especially important for those families, which have more than one child.

<https://teams.microsoft.com/#/school/?ctx=teamsGrid>

The children will have logins and passwords which they will have used in school. Foundation Stage children will also be able to access learning from Seesaw. The lessons will be a mixture of face-to-face input; children working independently and using websites such as Oak National Academy

<https://www.thenational.academy/>

The children will have dedicated class areas and they will only be able access their class and class teacher. It is equally important that children have set time away from devices and are able to partake in physical activities. Textbooks can be used at home to provide a structure to learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. If appropriate, printed worksheets may be available from school.

Lesson sequences, content and planning

At the start of the week, teachers will send out a timetable for the week. This will indicate when classes will be meeting together live, when lessons will be pre-recorded and when lessons will take place either on websites or away from the computer. The teachers are aware that there are children from different classes and will try to minimise any clashes. During the day, teachers will aim to meet as a class. This may be to set expectations for the day and share a story etc.

Communication and visibility

It is important to keep in touch with children during this period and so we will take an attendance register throughout the day. If a child is not online, school will contact the parents or guardians to check they are O.K. and to try to come up with solutions so that every child is able to access the planned teaching.

Providing pupils with feedback

Assignments will be posted on Teams with return dates. Teachers will give regular feedback to students via the assignment returns. Teams allow for the submission of most kinds of work. Email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work, which is difficult to submit in other ways. Post or school drop-off points can also be considered.

Pupil engagement

Class teachers will monitor pupil engagement with remote education provision. Participation and motivation levels and feedback to parents, either individually or formally through regular reports. They can also contact pupils or parents by telephone to explore ways to secure re-engagement.

The normal certificates will be awarded at the end of the week: 'Take Care', 'Be ...' award and WOW word.

Section Two: Safeguarding, Health and safety Considerations

Security and online safety

School will be using Microsoft Teams which has been set up by our IT consultants, OcrchestratelT. Children and parents will be reminded of their responsibilities when using Microsoft Teams. Assignments will be sent and received via the assignment button, which keeps individuals' work private. Children's behaviour on-line will be frequently monitored. This will be in accordance with our behaviour policy.

Where possible, any pre-recording should be done in the workplace. If done at home, it should be in a very neutral environment: no bedrooms, no distractions, personal or family pictures in background, anything that could be a distraction from the lesson focus. For live interactions, the camera should be trained on the teacher and the board, with the teacher's consent, or just on the board/screen with teacher's voice.

At home, pupils' cameras should be visible to teacher but not one another.

Pupils' microphones should not be audible to one another unless the teacher makes it so, for questions, e.g. for Q&A session.

Communication with teachers should be through school emails. If parents are not able to effectively support remote education then it is important to develop good communication between schools and parents. This could include, where appropriate, group seminars, briefings using platforms such as Zoom, or one-to-one telephone calls where necessary, to inform parents and elicit their support.

Screen time and being active

It is important that both children and teachers have time away from screens. During the day, there will be periods of time when the children will be encouraged to be active. Teachers will try to create learning which is away from the screens for part of the day.

Workload

The head-teacher will monitor staff wellbeing and morale regularly.

Teachers should not be expected to record lessons or segments of lessons on top of a full day's teaching. Other aspects of the teacher's workload can be removed such as meetings. Blended learning can be a mixture of face-to-face teaching; independent tasks and use of quality learning platforms such as the National Oak Academy.

Section Three: Subject Specific Information and Resources

Maths

White Rose Maths Hub	https://whiterosemaths.com/homelearning/
TopMarks	https://www.topmarks.co.uk/Search.aspx?Subject=16
Nrich	https://nrich.maths.org/primary
BBC Bitesize	https://www.bbc.co.uk/bitesize
Maths Zone	https://mathszone.co.uk/

Reading

Oxford Owls	https://home.oxfordowl.co.uk/
National geographical	https://www.natgeokids.com/uk/
Authors reading their own books	https://www.weareteachers.com/virtual-author-activities/?utm_content=1584565321&utm_medium=social&utm_source=facebook

Writing

Oak National Academy	https://www.thenational.academy/
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Foundation subjects

National geographical	https://www.natgeokids.com/uk/
Oak National Academy	https://www.thenational.academy/
Cosmic Kids Yoga	https://www.youtube.com/user/CosmicKidsYoga
Music – Charanga	
French – Language Angels	
BBC Newsround	

Wellbeing

Take 5 videos from school.

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Section four: Software and Hardware

Software

Microsoft Teams will be the learning platform that will be used in school.

Hardware for teachers when working from home

Teachers will be able to use their school laptops at home. They will be able to contact IT support via support@orchestrateit.co.uk. All teaching staff will attend a staff meeting on using Teams to record lessons and they will have access to the Orchestrate IT training hub.

Pupils' access to technology at home

Not all families have internet access or access to sufficient devices. During the summer term, we identified which families have barriers at home. Extra families may also face pressures in the coming months and so parents and carers will be asked each half term, about what support they need to support remote learning. Consideration also needs to be given to families who have several children needing to access remote learning.

- School-owned laptops accompanied by a user agreement or contract.