Archdiocese of Westminster

**ST. DOMINIC’S CATHOLIC PRIMARY SCHOOL**



**REMOTE LEARNING POLICY**

Date approved by

Board of Governors: 3rd October 2017

Review Due: October 2020

Date approved: 19th October 2020

Next Review Due: September 2021

Date approved by

Board of Governors: 3rd October 2017

Review Due: October 2020

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Review Due: October 2020

**Context**

This policy has been informed by the collation of data gathered from a remote learning/lockdown questionnaire distributed to parents and children. Teaching staff were then asked a series of questions on their experiences and every teacher’s professional opinion was gathered. Data will be collected from the children during the first weeks as they settle back to their new school day. This policy may then have amendments made to reflect these findings.

**Introduction**

If St. Dominic’s School faces a period of short or long term closure, staff will continue to provide education and support to our parents and pupils using Remote Learning where possible.

The main electronic communications tool which will be used across the school will be SEESAW.

STUDYLADDER may also be used as a supplementary learning tool for practise and revision of learning.

This mechanism will allow staff to keep in regular contact with their pupils and parents using an appropriate platform and one which is user-friendly to all. During a period of remote learning, the normal day to day teaching and learning which normally takes place in a school environment, will be carefully considered and this will form the content of the activities delivered into the home electronically or indeed by way of a physical class pack where possible. The Health and Well-Being of our pupils and families will also be a focus with activities and communications designed to address these needs.

**Challenges around Remote Learning**

* Ensuring internet access for pupils
* Ensuring all pupils have access to an appropriate electronic device
* Measuring broadband and internet provision in all localities.
* Working parents
* Shared devices with other family members
* Childcare
* Parent confidence in home schooling
* Time
* Resources such as paper, ink and stationery
* School environment and setting
* Teachers who have home circumstances which make it challenging to provide remote learning.

**Managing Expectations**

It is in the best interests of our children to continue to provide structured support through remote learning. Due to a range of factors which will affect each household’s capacity to carryout remote learning, there will be a degree of flexibility with regard to submission of work and/or feedback. It is important that parents try their best to achieve the targets set for their children and seek support from the school if required. Children and parents should consider the arrangements as set out in this document as highly recommended.

**Teachers will:**

* Share the teaching and learning activities with their class through SEESAW.
* Continue to plan the teaching content in line with the extensive planning that is already in place throughout the school;
* Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
* Keep in contact with children by phone and through the SEESAW App and/ or school website;
* Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 am – 3.00 pm on weekdays;
* Provide pupil feedback to work submitted on Seesaw within a 2-day period if the teacher is on the rota to teach in school on the day of submission;
* Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
* Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development; CPD
* If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages on the SEESAW App and school website during this time will not be undertaken until the teacher is fit to work.

**Children will:**

* Be assured that health and wellbeing is a priority and therefore take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
* 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 ask for parental permission to use technology for anything beyond that;
* Read daily, either independently or with an adult;
* Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us, exercise or just be creative.

**Parents will:**

* Support their child’s learning to the best of their ability;
* Encourage their child to access and engage with SEESAW posts from their teacher;
* **Refrain** from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of SEESAW
* Know they can continue to contact their class teacher as normal, by phone, e-mail and through SEESAW or Website if they require support of any kind with matters concerning learning only;
* Check their child’s completed work each day and continue to 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;

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only on our secure class portals. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

**Remote Learning Systems Access Information**

**Reception, Year 1 and 2**

Reception class, Year 1 and 2 teachers will use the Seesaw App and the Home Learning Portal to send out details regarding learning activities for children;

* Learning Packs containing printed learning resources will be available from the school

for any children who are not able to access on-line activities, or who prefer to work on paper. Parents may collect these packs from the school Main Office area as prearranged;

* Parents should continue to read daily with their children;
* Songs, rhymes and opportunities to talk should be maximised;
* Practical activities such as baking, painting and craftwork should also be undertaken;
* Logon details have been sent home for all Reception, Year 1 and Year2 children.

**Year 3**

Year 3 teachers will use the Seesaw App and the Home Learning Portal to send out details regarding learning activities for children;

* Learning Packs containing printed learning resources will be available from the school

for Year 3 children who are not able to access on-line activities, or who prefer to work on paper. Parents may collect these packs from the school Main Office area as prearranged;

* Parents should continue to read daily with their children;
* Songs, rhymes and opportunities to talk should be maximised;
* Practical activities such as baking, painting and craftwork should also be undertaken;
* Logon details have been sent home for all Year 3 children.

**Year 4**

Year 4 teachers will use the Seesaw App and the Home Learning Portal to send out details regarding learning activities for children;

* Learning Packs containing printed learning resources will be available from the school

for Year 4 children who are unable to access on-line activities or who prefer to work on paper. Parents may collect these packs from the school Main Office area as prearranged;

* A balance between outdoor learning eg: walks, going to the shops and practical learning can be struck and we would encourage life skills such as preparing food, setting the table, organising a cupboard etc.
* Logon details have been sent home for all Year 4 children.

**Year 5 and 6**

* Year 5 and 6 teachers will use the Seesaw App and school website
* These platforms will be used to set age-appropriate learning tasks, view lesson-supporting videos/ voice-notes/ links as well as to enable regular feedback and questions between teachers and children;
* Learning packs will be available from the school for Year 5 and 6 children who are unable to access on-line learning activities or who prefer to work on paper. These packs will be distributed from the school Main Office area at a prearranged time.
* We would ask parents to ensure that their children continue reading either by using online resources (readtheory.org, etc.) or school and library books;
* Login details have been sent home for all Years 5 and 6 children but are also available to parents by emailing teachers or calling the school office;

**Supporting pupils with SEND**

We recognise that it is our duty to provide special educational provision for pupils who are learning remotely. We will work with families and put reasonable adjustments in place "so that pupils with SEND can successfully access remote education alongside their peers".

The class teacher and SENCO will talk to each family, and the pupil themselves if appropriate, about the set-up they have at home; what is working well or what they might be finding challenging. The kind of learning activities we set will be very dependent on this, e.g. fully online learning might work if an adult can sit with them, but simpler games and activities might be needed if they’re working independently or have limited access to technology.

Our aim is to recreate the support that helps each child in school, at home:

* We will send home any physical resources that support the pupil in school, such as visual timetables, workstation trays, pencil grips, vocabulary charts, task planners, spell checkers, number lines, fidget toys or sensory resources.
* We will help families to create predictable routines to avoid anxiety, e.g. make learning resources available before the lesson so pupils know what's coming, and stick to the school timetable as closely as possible when pupils are learning remotely
* We will prioritise regular contact with someone from school, to keep those relationships strong and aim to have meaningful conversations with every child and/or their family every week
* The work of external professionals, such as our Speech and Language Therapists and Specialist Teachers will be ongoing. The external professionals will also regularly contact families directly to provide support, guidance and where appropriate therapeutic intervention.