THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S R.C. PRIMARY SCHOOLS

REMOTE EDUCATION POLICY

Our Mission Statement

We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God's way to our families, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can all grow to love God and each other more.

At our schools, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice. Therefore this policy will reflect the Catholic identity and mission of our schools and the values it proclaims.

Introduction

Schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (Covid-19). This policy outlines the school's intent, implementation & impact in the event of a class, local or national lockdown and has been written in a direct response to the Covid 19 (Coronavirus) outbreak in 2020. This policy has been reviewed and updated using the following documentation:

'Restricting attendance during the national lockdown:schools *Guidance for all schools in England* (January 2021);DfE
'What's working well in remote education.' (January 2021); Ofsted
'Supporting Remote Learning: Free Resources Round Up' (January 2021); One Education
'Rapid Evidence Assessment: Distance Learning (2020); The Education Endowment Fund (EEF)
'Online safety and safeguarding' LGfL
'Teaching online safety' June 2019; DfE

What is remote education?

Ofsted use the following definitions:
 - Remote education: A broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
 - Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
 - Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
 - Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Our schools have made the decision to use the asynchronous approach for our remote education.

INTENT

Our staff will continue to provide a curriculum which is knowledge-engaged, is at least as ambitious as the National Curriculum and reflects the teaching & learning which is being provided on site. As much as possible, the programmes of study will continue to be the basis of pupils' learning and teachers will continue to adapt them to meet the needs of our pupils. Our ambition is that all pupils will continue to follow the full range of subjects and again, teachers will adapt the planning, the delivery and the activities to enable this to happen. Staff will continue to give pupils the opportunity to learn lots of additional skills and develop their knowledge and understanding fully, both through the curriculum, through enrichment and by seizing opportunities from the experience pupils will have from learning at home. Staff will continue to deliver an inclusive and non-token-istic curriculum which celebrates all cultures and diversities in working together to prepare our children for their

lives in modern Britain. In preparation for this, we will continue to encourage pupils to challenge stereotypes, think independently and will be taught to question and query. As Catholic schools we are deeply committed to developing pupils' faith with Jesus Christ as our inspiration and St. Edmund and St. Patrick as our role models. We continue to have a shared responsibility in our ambition for pupils to be 'ambassadors for change'. Our Catholic faith will continue to be at the very core of remote education.

IMPLEMENTATION

Learning is not fundamentally different when done remotely and it is the quality of teaching that is far more important than how lessons are delivered. The remote learning is a planned and well sequenced curriculum which reflects the teaching in school. Knowledge and skills are built on incrementally, with a good level of clarity about what is being taught and what is being practised so that pupils can progress through the curriculum.

The key features of learning are that pupils are:
- ✓ expected to build on their prior knowledge and understanding
- ✓ expected to ask questions about their learning
- ✓ given opportunities to engage in active learning
- ✓ provided with different approaches used to stimulate pupils and meet their different learning needs
- ✓ provided with a variety of high quality & up to date resources that promote equality and celebrate diversity
- ✓ expected to use subject specific vocabulary correctly
- ✓ helped to challenge themselves in their learning
- ✓ provided with opportunities to apply their skills and knowledge in all their learning

In the event that a pupil is self-isolating whilst the rest of the bubble are in school: on day one, pupils will access a non-digital approach to remote learning by using a pre-prepared work pack. From day two, remote learning will commence with the pupil following the learning taking place in the classroom. This learning will be accessed via our online learning platform, ClassDojo.

In the event that a whole class bubble is isolating or the school is in full lockdown: on day one, pupils will access a non-digital approach to remote learning using a pre-prepared work pack. From day two, asynchronous remote learning will commence. The teacher will plan, prepare & resource lessons and upload to ClassDojo. This is then accessed by the pupil at home at a suitable time to meet the needs of the family.

The remote education provided by teachers will be equivalent in length to the core teaching pupils would receive in school, covering a full range of subjects and will include; recorded teaching time, recorded and written feedback, time for pupils to complete tasks independently, opportunities for live weekly interaction via Zoom and strategies for pupils to use should they be struggling with a new learning concept.

We expect that our 'teaching time' (including asynchronous digital remote teaching and non-digital remote learning and independent work) will take pupils broadly the following number of hours each day:

Reception	1.5 hours teaching time (plus additional time spent using their work packs)
Key Stage 1	3 hours teaching time (plus additional time spent on online learning platforms, educational TV programmes on the BBC and using their work packs)
Key Stage 2	4 hours teaching time (plus additional time spent on online learning platforms, educational TV programmes on the BBC and using their work packs)

When providing remote learning, teachers are responsible for:

PLANNING AND PREPARATION

Curriculum Work
➢ Pupils will access a non-digital approach to remote learning using a work pack for day one
➢ From the second day onwards, learning should match work taught in class, with sufficient explanations (i.e. SMART Notebooks/PowerPoints/videos/written explanations/audio commentary on powerpoint, using the Loom app)
➢ Activities should be set with realistic timings to help support parents and children with attention and motivation. As in class, there should be an appropriate level of support/challenge. Similarly, work for pupils with SEND/EHCP needs to meet their personalised needs.
➢ Before a Monday morning, the timetable for the week, which includes resources, must be uploaded to ClassDojo stories. These will include powerpoints with audio explanations, pre-recorded videos of teaching, worksheets, explanations of a method, videos to address misconceptions etc. This work should be dated in order to support parents & older children with their organisation.
➢ All teachers, whether working in school or remotely, must upload a minimum of two videos per week from the following suggestions; an introduction to the week, an introduction to the day, a personalised simple message home to say 'hello…' or to congratulate a pupil, a video of a pre-teach, a video to address misconceptions, a video of themselves story-telling, of themselves teaching in class, a video of modelling 'what a good one looks like' and perhaps what a bad example looks like.
➢ Provide a checklist or video of how to complete the work to support the pupils' independence. (This follows advice from the EEF Rapid Evidence Assessment re: Distance Learning 2020).
➢ When setting work, learning objectives should be shared, to inform both pupils and parents of what is being covered. For younger pupils especially, clear instructions/guidance for parents should be given to offer them as much support as possible.

Homework/ 'Additional time'

➢ As much as possible, homework should be set following the usual systems in school as this helps children keep to their usual routine of learning – for example, setting maths, spelling and Knowledge Organiser homework. Parents should be informed of when it is set as well as when it is due in.
➢ Homework should be appropriately set, in line with the school curriculum (learning that is taking place in school or key reinforcement).
➢ As in school, as much as possible, teachers are asked to keep a regular log of homework and if it is not completed, engage with parents and pupils and offer support.
➢ As much as possible, homework should be marked and feedback given before the following week's activities are set.
➢ In addition to the taught sessions and homework set, teachers will set work on Mathletics, Bug Club, Times Table Rock Stars and Spag.com.
➢ When setting work, learning objectives should be shared, to inform both pupils and parents of what is being taught. For younger pupils especially, clear instructions/guidance for parents to support should be given to offer them as much support as possible.

ASSESSMENT AND FEEDBACK

Feedback and assessment are still as important in remote education as they are in the classroom. Teachers will continue to use feedback and assessment to inform teaching and learning and to ensure that all pupils are building on their prior learning, making progress appropriate to their ability. The following are the school's expectations for teachers and teaching assistants who will be responding to children's work either on ClassDojo or a work pack:

➢ Work should be checked and marked as in school (at the end of the day, positive comments, next steps)

- Teachers must use assessment to ensure that their teaching is respososnive to pupils' needs and addresses any critical gaps in pupils' knowledge
- Feedback/messages sent should be given only within normal working hours, promote high expectations as in school and follow the format of; 'well done…, I like…, next time try…or can you challenge yourself to this….'
- Respond to completed work via messages on ClassDojo with something to celebrate and something to work on next time, this could be for eg. 2 stars and a wish or E.B.I. This should be specific for individual learners.
- Award children with their Dojo points for completed work as part of your feedback
- Adjust the pace or difficulty of what is being taught in reponse to marking, feedback and assessment
- Pupils should be encouraged to upload work via messanger in ClassDojo in KS1, moving towards portfolios on ClassDojo in KS2 so that pupils' learning can be compiled.
- Although it is much harder to deliver immediate feedback to pupils learning remotely, some suggestions for immediate feedback are; ClassDojo messenger discussion, telephone call, video message.

ENGAGEMENT

In the event of a whole school lockdown, it's harder to engage and motivate pupils remotely than when they are in the classroom. There are more distractions, and teachers aren't there to physically manage the situation. At our schools we understand the value of communicating and working with parents so that we can work in partnership to support home learning. Teachers will stay in regular contact with children in various ways.

- In order to motivate pupils and improve learning outcomes, teachers working in school will hold a weekly Zoom on either a Thursday or Friday which will incorporate; celebration assemblies, weekly assessment and an outline of learning for the coming week. This will also help pupils maintain their social skills.
- Reward Dojo value when completed work is returned
- Challenge learners on TTRS and share this challenge on ClassDojo
- Reward 'Online learners of the week' with a certificate which will be sent to their parents via a message on ClassDojo
- Issue a Mathletics certificates to children via a message on ClassDojo each Friday
- Issue Bug Club certificates to children via a message on ClassDojo each Friday
- Issue TTRS certificates to children via a message on ClassDojo each Friday
- All teachers, whether working in school or remotely, are expected to upload a minimum of two videos per week from the following suggestions; an introduction to the week, an introduction to the day, a personalised simple message home to say hello or to congratulate a pupil, a video of a pre-teach, a video to address misconceptions, a video of themselves story-telling, of themselves teaching in class, a video of modelling 'what a good one looks like' and perhaps 'what a bad example looks like,' a video to set fitness/mental health/healthy eating challenges that suit remote learning and engagement.

In the event of a whole school lockdown, all families will receive at least one telephone call each week from a member of staff at school. The member of staff will offer lots of support for the family to try to improve levels of engagement as well as supporting with; organisation of a timetable, multiple learners, learning devices, accessing learning apps and any other welfare concerns.

A consistent approach

Just as we follow a structured timetable in school, our children and staff benefit from a consistent timetable when learning remotely. These are some of the additional activities that all classes can use.

MONDAY	FRIDAY
Ensure weekly spellings are given out Set TT Rockstar target for the week	Send out certificates for; TT Rockstars Mathletics 'Learner of the week' Bug Club Post 'Learners of the week' onto Facebook Set Bug Club reading for the weekend & Mathletics homework upload certificates to ClassDojo stories and message the parents of the winners Post on Facebook and class stories a celebration of learning that week - PPt slide of images.

Special Educational Needs

For pupils with SEND, their teachers are best placed to know how the pupils' needs can be most effectively met to ensure they continue to make progress. The schools will make every possible endeavour that any child with either an EHCP or SEND will continue to attend the school site. The child's class teacher, SENDCo and parent will work collaboratively to put in place any necessary adjustments so that the child can successfully access remote education alongside their peers.

Safeguarding

Safeguarding and child protection is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our school is a community and all those directly connected; staff, parents and pupils, have an essential role to play in making it safe and secure. Our schools have amended our safeguarding policies to ensure that we have the relevant procedures in place to safeguard our children whilst they are not attending school. The schools will make every possible endeavour that any identified vulnerable child will continue to attend the school site.

Online safety

Online safety is a safeguarding issue not an ICT issue. The purpose of internet use for our pupils and staff is to help raise educational standards, promote children's achievement and support the professional work of staff whilst providing remote learning. The internet is an essential element in 21st century life for education, business and social interaction and we continue to have a duty to provide children with quality access to it as part of their learning experience during this period of remote learning.

Laptops issued to pupils have appropriate filtering methods in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. We have separate acceptable-use and E-safety policies for staff and children and these are issued at the point a laptop is given to a pupil to support their remote education. This covers the use of all technologies used, both on and offsite. We encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information. Visigo smoothwall monitor all school issued devices and alert the Executive Headteacher and DSL of any potential risk.

Pupil well-being and support

We are committed to promoting children's emotional health and well-being. Our schools recognise that in the event of a whole school lockdown, remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing. Teachers will be encouraging children to engage with their peers via the weekly zoom assemblies as well as setting up weekly challenges. Teachers & the welfare team may identify pupils who they think may be struggling emotionally and can notify the safeguarding team via CPOMs. The schools' DSL & SENDCo will work with the family, school health and CAHMS to support a child.

IMPACT

As a result of these strategies, we expect that most children:

- ➢ Will have engaged appropriately with remote education, their teachers and peers
- ➢ Will have celebrated & be proud of their's and other's achievements
- ➢ Will be well prepared to return to school ready to continue with their learning & personal development
- ➢ Will be able to talk about and share their experiences with others
- ➢ Will have increased capacity to work independently
- ➢ Will remember the content they have learned

Policy Reviewed: January 2021, version 8

*Please note, this policy will be monitored by the SLT to ensure that all remote education is fit for purpose and matches the age-appropriate needs and abilities of all children across the schools.