

St. Thomas' CE Primary School Remote Learning Policy

September 2020



Jesus said, 'Come follow me, live your lives the way God wants you to.'



Rationale

In the event of a school closure, the school is committed to providing continuity of education to its children and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of children and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when children, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as longer-term illness, assuming children are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, children are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to children who are absent from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take children on holiday during term time. Similarly, this would apply if a child is absent from school, without prior agreement with the school, for example keeping a child off 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

This policy will continue to be under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both children and teachers to participate in remote learning.

Remote learning for individual children

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for children who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's class teacher through seesaw. Please note, that teachers may not be able to upload work during the first day of absence.

Though every case will have its own specifics, a rough guideline for the frequency of work will be daily by their class teachers using the Seesaw app following the learning sequence in class.

- Pupils can respond as set out in the task and teachers will mark the uploaded work before the setting the next task.
- Tasks can be completed in a variety of ways.
- Remote learning links can also be used to supplement and consolidate learning where appropriate.

In addition, pupils can access remote learning links using the class web pages on the school website <https://www.stthomaslydiate.co.uk/class-pages/>

Links include Times Table rock stars, Readtheory, Language Angels, Oxford Owl & BBC Bitesize. We also encourage children to make use of their knowledge organisers from their class pages.

Suggested Timetable for an individual self-isolating or absence linked to COVID-19

We understand that everyone's timetable and work commitments will differ. We have provided an example timetable for you to follow at home should you wish to do so.



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Time	Activity
9.00am – 9.30am	Physical Activity
9.30am – 10.30am	Maths Activities (e.g. TT Rockstars) and any activities set from teacher via seesaw.
10.30 – 11.00am	Break and snack
11.00am – 12.30pm	English Activities (e.g. phonics, spellings & reading) and any activities set from teacher via seesaw.
12.30 – 1.30pm	Lunchtime & exercise
1.30 – 2.00pm	Handwriting practice & quiet reading
2.00pm – 3.30pm	Choose activity from foundation subjects e.g. French, Art, Science, Geography, History and RE.

If a significant number of children are absent from school, but the school remains open, the Headteacher will decide whether the method of remote learning operated will take the form outlined here, or whether this needs to be adapted.

Remote learning in the event of extended school closure

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work. If any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping children to catch up once the school reopens. The school will provide continuity of education in the following ways:

- Regular direct instruction from teachers, with the ability of children to ask questions online (via Office 365 Teams / Zoom)
- The setting of work that children complete through the class page of the website and email;
- Provide feedback (electronically) on assigned tasks through the use of email.

Many families may not have home printers and will therefore not require the printing of material. The primary platforms the school will use to deliver continuity of education are:

Seesaw: Work will be uploaded each day onto the class seesaw app for children to access. Completed work to be uploaded. All work must be uploaded before the next school day starts.

Zoom: accessed via the relevant app or via the following URL: <https://zoom.us/> teachers will send out login details via the class seesaw app

If children/parents have difficulty with logging in, they should contact the office for support.

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Our aim is to provide work broadly in line with children's normal timetable. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow children to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require children and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure children do not fall behind. The nature of tasks set should allow children to learn independently where possible, however younger children may require more support from an adult.



We will aim to have daily contact with children through live sessions; we believe this can be particularly helpful as this can facilitate simultaneous communication, with children able to respond to teachers'



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questions (and ask them) as well as providing some normality for children when they see their class teacher and peers.

Suggested Timetable for a **whole class** self-isolating or absence linked to COVID-19

We have set out what a typical day may look like during an extended school closure and it is our ambition is to provide work broadly in line with children's normal school timetable. However, we recognise that circumstances will vary: so the school reserves the right to amend these expectations depending on the situation.

Time	Lesson	Details
8.50 – 9.00am	Morning maths / English task	Questions will be uploaded on to class seesaw page ready for the start of the day
9.00 – 9.45am	Morning registration / Input for English or Maths (Monday whole school worship)	Zoom / Microsoft Teams
9.45 – 10.45am	Independent follow up task English or Maths	(teachers may stay on zoom/TEAMS to support) Children to upload work onto seesaw by 11.00am
Break		
11.00 – 12.00pm	Independent task (English or Maths)	(teachers may stay on zoom/TEAMS to support) Children to upload work onto seesaw by 12.30pm
12.00 – 12.30pm	Quiet reading / readtheory / Story time	https://readtheory.org/auth/login
Lunchtime		
1.30 – 1.45pm	Daily Mile / challenge	
1.45 – 2.30pm	Afternoon registration / Handwriting practice / Teacher input (History, Geography, Art, PSHE, MFL, RE, Science)	Zoom / Microsoft Teams
2.30 – 3.30pm	Independent follow up task linked to input	Uploaded on to seesaw and to be submitted by 3.30pm

Should a staff member be unable to take the agreed lesson, you will be contacted with as much notice as possible to inform you of the cancellation and where possible to rearrange the lesson.

In addition to the timetable above, children are expected to complete their home learning tasks (please refer to home learning policy), which includes:

- Daily reading
- Times table practice
- Spellings practice
- Independent study using the knowledge organisers

Additional resources can be found on the class pages of our school website.



Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more



challenging with remote learning, teachers will endeavour to provide regular feedback to children on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Assessed work will be set using via the seesaw activities function, with clear due dates given to children for completion (which will normally be the following day), thereby helping children to organise their time. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research;
- Using the “Comments” function to provide written feedback;
- Recording oral or video feedback and sharing a file with the student.

Expectations of children

Assuming that a student is healthy and well enough to work, children will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Children will also be expected to read and respond to communication from their class teacher on a regular basis. If there are questions about a child’s overall workload (e.g. a child feels they are overwhelmed or falling behind), these should be directed to the class teacher.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the our IT support APEX via the service desk email – support@apexns.co.uk

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of children’ work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning. Teachers are responsible for providing constructive feedback to their children in a timely manner.

In order that we are providing a consistent approach, subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that children have a range of activities to complete at home and are not exclusively working on a screen.

In the event a teacher is unwell during a period of remote learning, the school will endeavour to provide a replacement teacher.

If parents ask for additional work beyond that set as part of the requirements above, teachers should signpost parents/children to a bank of resources, such as interactive websites (see class pages).

All communication with children/parents should take place during usual office hours (9.00am – 3.30pm), with no expectation for teachers to read or respond after 3.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.



Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are:

- Email using school email addresses only
- Microsoft Teams / Zoom
- Phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous).

Expectations of parents

Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with remote learning;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside
- Know they can continue to contact their class teacher as normal through the SEESAW;
- Check their child's completed work each day and 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;

Online Safety

This section of the policy will be enacted in conjunction with the school's E-Safety Policy and **Acceptable Use Policy for Home Learning**. All staff and pupils using video/audio communication must:

- Communicate in groups – one-to-one sessions are not permitted (unless agreed by SLT);
- Wear suitable clothing – this includes others in their household;
- Be situated in a suitable 'public' living area within the home with an appropriate background;
- Whilst 'private' living areas within the home offer less distractions, such as bedrooms, these are not permitted during video communication;
- We encourage children to have an adult in the room or in the vicinity with them;
- Use appropriate language – this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute video/audio material without permission;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they are visible.

The school will consider whether one-to-one sessions (with an adult at home present in the room) are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary if possible. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The school will provide parents with an Acceptable Use Policy for Remote Learning. It will be taken that if a child participates in a remote learning session then the

parent agrees to adhere to the procedures in the agreement. The school will communicate to parents about any precautionary measures that need to be put in place if their child is



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learning remotely using their own/family-owned equipment and technology e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded and the records stored so that the DSL has access to them.
- Actively involve the pupil.

The DSL will meet (in person or remotely) regularly with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely. All members of staff will report any safeguarding concerns to the DSL immediately. Parents will be encouraged to contact the DSL if they wish to report safeguarding concerns e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

School Day and Absence

Pupils will be present for remote learning from Monday to Friday at the times given by the class teacher.



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Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform their child's teacher via seesaw if their child is unwell and unable to take part in a class virtual learning session. The school will monitor absence in line with the Attendance Policy.

St Thomas' Acceptable Use Policy – Remote Home Learning

This agreement will help to keep the children and their teachers' safe in the event of remote home learning.

At St. Thomas', in the event of remote learning, we expect all children to maintain the high standards of behaviour we set as a school.

Pupils

I agree that...

- I will find a suitable learning environment to work in. I will need a table and chair within an enclosed space, which is public but quiet, like a dining room. I agree not to work in my bedroom as this is my own private space.
- I will make sure that I am wearing appropriate clothing for my lesson, for example not my pyjamas. Anyone else who might be seen on my camera will also need to make sure they are dressed appropriately.
- I will ensure I still SLANT during remote learning, as I would in class. I agree not to be distracted by things like eating, playing with my pet, reading books etc.
- I will stick to deadlines, making sure I am on time for my lessons and that my Seesaw work is submitted for the time my teacher has asked for it.
- During a lesson, I will keep my microphone on mute unless I am told otherwise by the teacher. I will not chat to others during the lesson or use the chat function unless we have been asked to do so by the teacher.
- I will use my real name for my lesson so that my teacher knows who I am. I will not add emojis or symbols to my screen-name.

Parents

I agree that...

- I will be in the vicinity of the lesson, not necessarily in the same room but in the same building, with the door to the teaching room left open.
- I am aware of how my child will access the online lesson (i.e. Zoom or the Microsoft Teams link) and on what device (e.g. a communal or parent/carer laptop, smartphone, tablet).
- I will ensure my child can access a suitable learning environment to participate in their Live Lessons.
- I will contact the class teacher before 9.00am via the seesaw app if my child cannot participate in their lesson due to sickness.

Under no circumstances should parents or children record / video or screen shot the lesson. This is to ensure the safeguarding and privacy of children and our staff members.

Lessons may be observed by another St. Thomas' CE Primary staff member. This will either be a senior leader, to observe the lesson for quality purposes, or a member of the Safeguarding team to ensure safeguarding procedures are being adhered to.



Remote Learning Procedures at St. Thomas' CE:

Tier 1	An individual is self-isolating, awaiting test results for themselves or a family member.
Tier 2A	An individual is self-isolating because of a positive test within the household or they have been identified as a close contact of a positive case through NHS Track and Trace.
Tier 2B	A group of children are self-isolating because of a positive test within their households or they have been identified as close contacts of a positive case through NHS Track and Trace.
Tier 3	A whole pod or cohort is self-isolating because of a confirmed case of coronavirus within the bubble.

A child shows symptoms of Covid-19. The child is self-isolating while awaiting their own test result.

A family member of a child shows symptoms of Covid-19. The child is self-isolating while awaiting the test result of their family member.

While awaiting the test results (for 3 days or less), the child will be directed to use online resources by their class teacher. Communication will occur through Seesaw if well enough to do so.

While awaiting the test results (for 3 days or less), the child will be directed to use online resources by their class teacher. Communication will occur through Seesaw.

Test results returned. If the test is **negative**, child returns to school. If the test is **positive**, see Tier 2 or Tier 3 response.

An individual or group of children from a class are self-isolating because of a positive test within their households or due to them being identified by NHS Track and Trace as a close contact of a confirmed case. The class teacher is still teaching those children that remain in school.

Using Seesaw, the class teacher will upload activities and resources to support learning. The teacher may check in with the child using Zoom. Submission of activities to Seesaw by 3:30pm is encouraged wherever possible.

A whole class Pod is self-isolating because of a confirmed case of coronavirus within their bubble.

Two daily remote sessions (via zoom) will be made each day (as per the specified on Remote Learning Timetable) by the class teacher, providing teaching inputs. Class teachers will also be available on seesaw between 9.00am and 3.30pm to respond to learning queries. All completed work should be uploaded to Seesaw for teacher review.

Using Seesaw, the class teacher will upload learning activities. These activities should be completed by your child and uploaded to Seesaw.