

HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Remote Learning Policy

Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Date Agreed by Governors: 7th December 2023

Governor Review Date: Autumn 2026

Holy Souls RC Primary School - Remote Learning Policy

The purpose of this document is to outline the procedures of remote learning in case of an emergency school closure, more Government guidance will be added to the policy if an emergency closure is to happen.

Specific Aims

- To outline our approach for pupils that will not be attending school, as a result of government guidance.
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.

Who is the policy applicable to?

Every child is expected to attend school from September 1st 2020.

This policy is intended to outline expectations for what will happen (if schools go back to remote learning due to another Covid outbreak - more guidance will be added to the policy if there is a different reason that schools need to close in the future.)

- 1) When a teacher is not at school
- 2) A class bubble or greater part of the school is closed
- 3) Individual children are asked to self-isolate for a longer time (10 - 14 days)
- 4) Individual children are asked to self-isolate pending the return of test results

Remote learning for pupils

We understand that not all children may be able to attend school. We aim to provide appropriate material to allow children that are not able to attend school to continue to learn from home - remote learning - so that progress can continue.

We would like to make it clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations. However, it is important now that all families do try to engage in some level of remote learning. Each family is unique and because of this, should approach home learning in way which suits their individual needs. We realise that the circumstances that cause a child to be absent will affect families in a number of ways. In our planning and expectations, we are very much aware of the need for flexibility from all sides:

- Parents or the absent child may be unwell
- Parents may have two or more children trying to access technology
- Parents may be trying to work from home or parents may not be able to sit with their child for long periods of time;
- Systems do not always function as they should.

Resources we will use

- English - Lancashire Home Learning Units or individual work set by the teacher
- Phonics - Ruth Miskin - YouTube - day by day

- Maths - White Rose, MyMaths, TTRockstars
- Other subjects - (specifically directed by the teacher to meet the requirements of the year group curriculum map)
 - lessons from BBC Bitesize
 - Lessons from the Oak Academy, a government funded remote learning resource.
- Other resources will be added as they become available

1) A teacher is not at school

1:1 When a teacher is well - but isolating due to their own family circumstances, they should continue to plan lessons for the following day. Our teaching assistants are very capable of delivering lessons for a short absence, if need be. The teacher and teaching assistant will have a conversation at the end of the day with regard to the day's learning.

1:2 When a teacher is unwell, we will endeavour to provide a supply teacher to support the class

2) A class bubble is closed (this is likely to be for 10 days)

2:1 Ten school days of learning

The teacher (if well) will plan lessons for each day - an English (including phonics for younger children), maths and 'other' subject lesson. If the teacher is unwell, parents will be signposted to the Oak Academy by the Remote Learning Leader.

We recognise that not all children can access online learning and therefore the following arrangements will be in place:

Day 1 - 'The Base Day' The class teacher will draw up plans and bring together resources for 5 days learning and email the activities to the parents via the class email. These will also be e-mailed to school and to the Remote Learning Leader by the end of the school day (ie; 3:30 p.m.) School staff will produce a printed Home Learning Pack for those children that need it in the class group.

Day 2 - Home learning Packs for 4 days learning will be available for collection from 10:00am from the main entrance at school, or for delivery by school staff depending on circumstances.

Day 4 The class teacher plans and brings together the next block of learning.

Day 5 The packs are printed in the morning and ready for collection from 12:00 midday for days 6-10. (Four days will have been weekend)

Day 6 Children start their second week's work.

In addition, children should continue to work on their times tables using TT Rock Stars each day from Year 2 onwards

2:2 Receiving feedback on learning.

Teachers will feed back individually to your child, as appropriate, via the class email. During the first 5 days, the class teacher will contact each parent personally via a telephone call. This will be repeated in the second five days, if it is deemed necessary. The purpose of this call is to check in with the parent, discuss any difficulties or misunderstandings during a 5 minute call.

Class teachers will respond to messages via the class email between the hours of 9:00am and 4:00pm

3) A child is self-isolating (This is could be for 10 days)

The parent will be signposted to the Oak Academy (see appendix 1)

4) A child is self-isolating (awaiting a test result)

We will direct you to the Oak Academy <https://www.thenational.academy/>

A daily suggested schedule is available for each year group. Guidance on how to access this resource can be found in Appendix 1.

Adults/Parents' role

- Where possible, it is beneficial for children to stick to a regular and familiar routine. We recommend that you stick to the usual breakfast time, choose two lessons to complete in the morning - perhaps with an opportunity for some fresh air in the middle. Have lunch and then choose another lesson for the afternoon. Have fun doing something enjoyable together later on. Bedtime - stick to 'school day' bed time if you can.
- Home reading books
 - Children will be able to access the Oxford Reading Tree books online.
 - Children on the Accelerated Reader programme should be bringing their book to and from home each day, so should have their current book at home, if they finish it then they can read a book of choice from home.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the class email address.

- We would encourage parents to support their children's work, by looking at the work set together, and then making plans about how to complete the work. This might include finding somewhere appropriate to work and, encouraging children to try their hardest.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy. A supply teacher will be used to cover their class. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- If they are well, plans should be emailed to the Headteacher
- It is expected that staff get tested and the result of the test be shared with the Headteacher as soon as possible so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff may be given tasks to complete or online training. These tasks will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will not be expected to be communicating and planning until they are fit to work.

Review:

The governing body will review this policy every three years. However, it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

Signed: *AMorris*

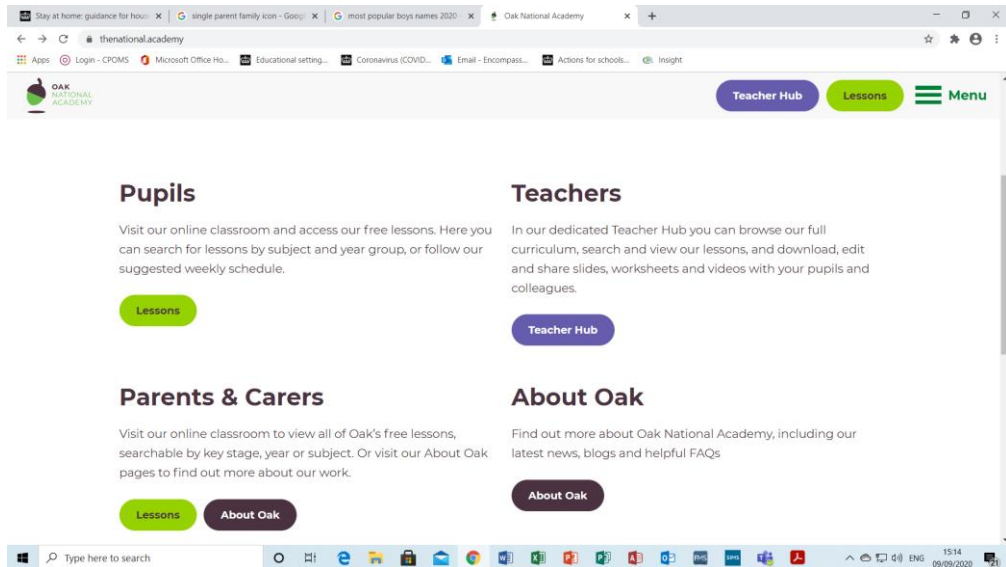
Date: 5th September 2023

Review due:

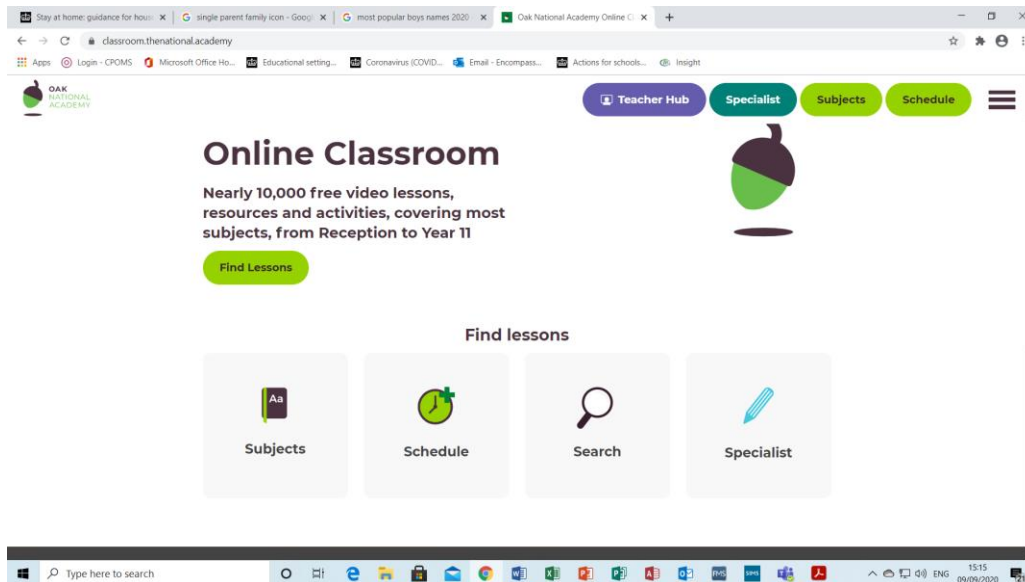
Appendix 1: Accessing the National Oak Academy for short periods of self-isolation

The materials can be found using the link below

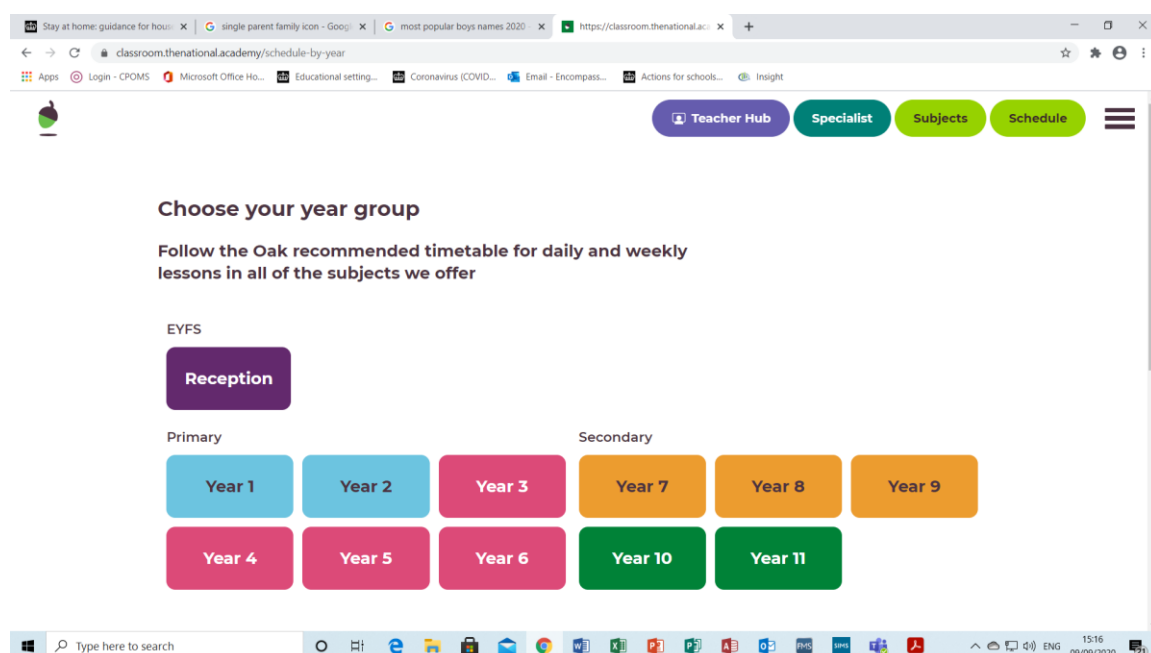
<https://www.thenational.academy/>



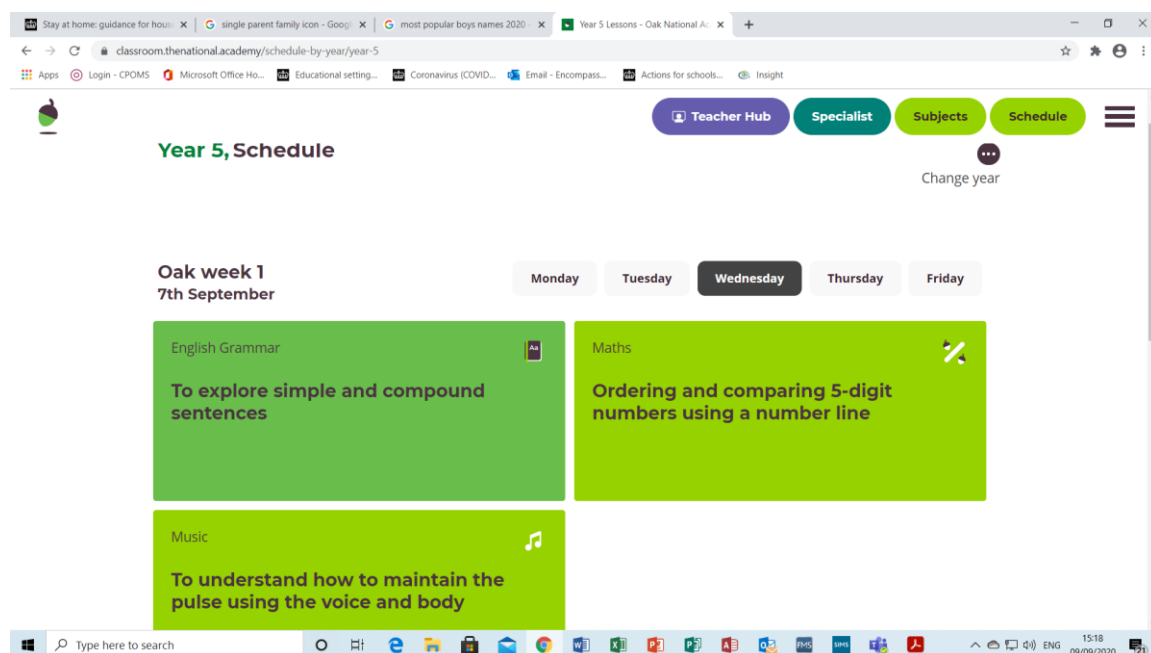
Choose either of the green tabs which take you to this screen



Select the Schedule tab next then choose your year group – for example Year 5



The next screen will show you the scheduled lessons for that particular day....



Next you choose the lesson you would like to do first. There is usually a video to help and sometimes a quiz. Sometimes there are activities that you must do too.

If your child has special educational needs, you could choose English or Maths work from a younger age group.

There is also a specialist section which has a menu offering other options.

