

# St Matthew's CE Primary School

## Remote Learning Policy



ST MATTHEW'S  
CE PRIMARY SCHOOL

<b>Created by:</b>	P Langridge	<b>Date:</b> November 2020
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<b>Approved by:</b>	LAW Committee	<b>Date:</b> November 2020
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<b>Last reviewed on:</b>	January 2021
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<b>Next review due by:</b>	November 2023
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January 2021 - Changes since last approval highlighted in yellow.

## **Rationale:**

At St Matthew's CE Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

## **Specific Aims**

- To outline our approach for pupils that will not be attending school, as a result of government guidance or the closure of a class or bubble
- 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 the school with the teaching, marking and planning for pupils.

## **Who is the policy applicable to?**

Every child is expected to attend school from September 3rd 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste

or they have:

- Had access to a test and this has returned a positive result for Covid-19
- Had access to a test and is waiting for results
- A family member with symptoms
- A family member or close contact with a positive test result
- Returned from a country which requires travellers to quarantine
- **Been informed they are temporarily not eligible to attend school due to partial/full closure**

This policy will only be enacted for coronavirus-related absences, rather than any other absence e.g. other illness, holiday. The school will take a different approach to remote learning when it is due to a class bubble suspension or partial school closure relating to COVID-19, as opposed to an individual case or self-isolation.

Individual pupils whose parents choose not to send them to school will be supported on a case by case basis, primarily with the use of 'paper packs' which mirror the work being taught to the rest of the class in school. This will be provided weekly, and in the first instance after one week's absence.

If a child is absent due to being unwell themselves, they are registered as 'ill' and therefore not expected to complete work at home. However, if they are well themselves, but unable to attend school due to following government regulations, they are then able to access remote learning and complete any lessons which link to online content.

## DfE Guidance Key Points

Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. In developing these contingency plans, we expect schools to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and ensure staff are confident in their use.
- Overcome barriers to digital access for pupils by:
  - Distributing school-owned laptops accompanied by a user agreement or contract
  - Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.
  - It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person (except if they are shielding, self-isolating or quarantining). As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.
- Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
- Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 to support schools with this expectation
- When teaching pupils remotely, we expect schools to:
  - set meaningful and ambitious work each day in an appropriate range of subjects
  - provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
    - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
    - Key Stage 2: 4 hours a day

## **Remote learning for pupils**

We will provide tools and resources, as well as links to appropriate remote learning for pupils that are not able to attend school so that no-one needs to fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

The governors and senior leadership team at St Matthew's CE Primary School would like to make it clear that whilst we have set out our expectations below for children who are self-isolating to take part in some form of remote education, we fully understand that these are exceptional times and so this serves as a guide to help ensure each child remains on track with their learning. Each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that the circumstances that cause individuals or groups of children to self-isolate, or our school to close, will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides because:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems, tools and resources may not always function as they should.

For those families unable to access the remote learning electronically as they have no device in the house that can facilitate this, or because they have no Internet access, please contact school to arrange for alternatives to be sent home.

- Teachers will respond, within reason, to requests for support from families at home. This should be done via Weduc.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

## Level 1: Individual or Small Group Cases/Self-isolation

### Work provision

- From each Monday by 9am, the class teacher will share an outline of the week's planning on Google Classroom or Weduc, which comprises of 4 lessons a day, including core subjects. This will identify some activities/links/resources that allows children to complete work immediately in the event of a child or small group of children having to isolate.
- Wherever possible, where online content isn't available, teachers will upload more specific resources e.g. photos, class-based presentations, as well as any associated work, onto the learning platform. This further work will be uploaded within 24 hours of the school being informed that a pupil is self-isolating. Each day following this, further work will be added by 4pm to supplement work already set and provided.
- To complement the work above, children should also complete:
  - 10-30 minutes of shared or independent reading (depending on their age and reading ability)
  - 20 minutes of Numbots or Times Tables Rock Stars
- Remote Learning will be accessed via Tapestry (Nursery - Year 1) or the Google Classroom (Year 2-6).
- Pupils will be set four tasks a day which follow the medium term planning for their year group. In addition to the daily tasks above, this work should take:
  - 2 hours a day for Early Years
  - 3 hours a day for Key Stage 1
  - 4 hours a day for Key Stage 2These hours can include both direct teaching (recorded or live) and time for pupils to complete tasks or assignments independently.
- St Matthew's teach the same curriculum remotely as taught in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE activities may be adapted to ensure they are safe to carry out at home without qualified supervision; music may be adapted to reflect the lack of instruments at home.
- The work set will focus on the objectives that are being covered with the pupils in attendance at school to support self-isolating pupils with transitioning back into school.
- Class teachers will make use of White Rose Maths Resources, 'Oak National Academy' and 'BBC Bitesize', as well as other websites and resources, to provide pupils with activities and videos to support their learning. Where possible, teachers will provide scaffolding support or extensions tasks in order to match individual pupils' confidence levels.
- For EY-Y1, class teachers will indicate possible steps (which may include an indication of timings) that parents might take to support their child with their learning

### Feedback

- Class teachers will provide simple feedback on at least one piece of work daily, submitted via Google Classroom or Tapestry. The teacher will indicate the piece of work to prioritise for submission.
- Class teachers will call pupils who are self-isolating once every 5 days, if they are needing to isolate for a week or more, to motivate and encourage them.
- Please contact teachers through Weduc or via [admin@stmatthewsco.uk](mailto:admin@stmatthewsco.uk) if you have any questions or concerns, and class teachers will endeavour to respond within one school day whenever possible. Should there be any need for a different form of communication, or for contact to be directed to a different member of staff, this will be shared with parents and carers as soon as possible.

### **Attendance and Completion of Remote Learning**

- It is expected that children take part in remote learning. Parents with children of compulsory school age are expected to login to Tapestry daily to view the work set and pupils from Year 2 upwards are expected to log into Google Classroom every day and to submit the work set indicated by the class teacher. We do, however, understand the need to be flexible, so please discuss individual situations that may prevent children from completing all of the work with the class teacher.
- If a pupil is unwell and unable to complete any learning on a particular day while self-isolating, parents must report their child's absence by calling the school office on 0161 865 1284 so that their child is recorded as 'absent from learning' and the class teacher will not expect any work to be submitted on that day.
- We have asked all families to contact the school office if they are unable to access online learning and the school will look at what support it can provide.

## Level 2: School Bubble Suspension for self-isolation

### Work provision

- From each Monday by 9am, the class teacher will share an outline of the week's planning on Google Classroom or Weduc, which comprises of 4 lessons a day, including core subjects. This will identify some activities/links/resources that allows children to complete work immediately in the event of any children having to self-isolate.
- Following guidance from Public Health England, when a 'bubble' of children is asked to self-isolate and stay at home, a post will be placed on the class Newsfeed on Tapestry (EYFS and Year 1) or Weduc on the first school day of the isolation reminding families how to access the remote learning.
- Wherever possible, where online content isn't available, teachers will upload more specific resources e.g. photos, class-based presentations, as well as any associated work, onto the learning platform. This further work will be uploaded on the second school day that the bubble or larger group is suspended. Each day following this, further work will be added by 4pm to supplement the work already set and provided for the next day.
- To complement the timetabled work above, children should also complete:
  - 10-30 minutes of shared or independent reading (depending on their age and reading ability)
  - 20 minutes of Numbots or Times Tables Rock Stars
- Remote Learning will be accessed via Tapestry (Nursery – Year 1) or the Google Classroom (Year 2-6).
- Pupils will be set four tasks a day which follow the medium term planning for their year group. In addition to the daily tasks above, this work should take:
  - 2 hours a day for Early Years
  - 3 hours a day for Key Stage 1
  - 4 hours a day for Key Stage 2These hours can include both direct teaching (recorded or live) and time for pupils to complete tasks or assignments independently.
- St Matthew's teach the same curriculum remotely as taught in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE activities may be adapted to ensure they are safe to carry out at home without qualified supervision; music may be adapted to reflect the lack of instruments at home.
- Class teachers will provide a weekly video to introduce the learning for the week.
- Class teachers will plan two 'live' sessions a week via 'Google Meet'. This may include some live teaching of tricky concepts being covered that week, or a question and answer session to support individual learning.
- Class teachers will direct to other pre-recorded support, which may be created by the class teacher or from one of the resources listed below.
- Class teachers will make use of White Rose Maths Resources, 'Oak National Academy' and 'BBC Bitesize', as well as other websites and resources, to provide pupils with activities and videos to support their learning. Where possible, teachers will provide scaffolding support or extensions tasks in order to match individual pupils' confidence levels.
- For EY-Y1, class teachers will indicate possible steps (which may include an indication of timings) that parents might take to support their child with their learning.

### Feedback

- Class teachers will provide graded feedback on all work submitted daily via Google Classroom, and individual comments on one identified subject per day.
- Any live sessions provided for Year 2 and above will be an opportunity to give feedback to the group and address any misconceptions that have arisen from the work.

- Class teachers or another available member of staff will attempt to call pupils who are self-isolating once every 5 school days they are isolating, if they are needing to isolate for a week or more, to motivate and encourage them.
- Please contact teachers through Weduc or via [admin@stmatthewsce.co.uk](mailto:admin@stmatthewsce.co.uk) if you have any questions or concerns, and class teachers or other available staff members will endeavour to respond within one school day whenever possible. Should there be any need for a different form of communication, or for contact to be directed to a different member of staff, this will be shared with parents and carers as soon as possible.

#### **Attendance and Completion of Remote Learning**

- It is expected that children take part in remote learning. Parents with children of compulsory school age are expected to login to Tapestry daily to view the work set and pupils from Year 2 upwards are expected to log into Google Classroom every day and to submit the work set indicated by the class teacher. We do, however, understand the need to be flexible, so please discuss individual situations that may prevent children from completing all of the work with the class teacher.
- If a pupil is unwell and unable to complete any learning on a particular day while self-isolating, parents must report their child's absence by calling the school office on 0161 865 1284 so that their child is recorded as 'absent from learning' and the class teacher will not expect any work to be submitted on that day.
- We have asked all families to contact the school office if they are unable to access online learning and the school will look at what support it can provide.



### Level 3: School closure

#### Work provision

- From each Monday by 9am, the class teacher will share an outline of the week's planning on Google Classroom or Weduc.
- Following government guidance, when the school is closed and the children asked to stay at home, a post will be placed on the class Newsfeed on Tapestry (EYFS and Year 1) or Weduc on the first school day of the closure reminding families how to access the remote learning.
- Teachers will upload work for **at least** 4 subjects a day, including core subjects, for children to complete and return. Each day's work will be available, at the latest, by 9am on the day, or, if possible, the evening before.
- To complement the timetabled work above, children should also complete:
  - 10-30 minutes of shared or independent reading (depending on their age and reading ability)
  - 20 minutes of Numbots or Times Tables Rock Stars
- Remote Learning will be accessed via Tapestry (Nursery - Year 1) or the Google Classroom (Year 2-6).
- Pupils will be set four tasks a day which follow the medium term planning for their year group. In addition to the daily tasks above, this work should take:
  - 2 hours a day for Early Years
  - 3 hours a day for Key Stage 1
  - 4 hours a day for Key Stage 2

These hours can include both direct teaching (recorded or live) and time for pupils to complete tasks or assignments independently.
- St Matthew's teach the same curriculum remotely as taught in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE activities may be adapted to ensure they are safe to carry out at home without qualified supervision; music may be adapted to reflect the lack of instruments at home.
- In Nursery – Year 1, class teachers will provide at least two daily recorded videos to support the activities planned and upload these to Tapestry. They will also provide at least two 'live' sessions a week via Zoom.
- In Year 2-6, class teachers will plan on providing two 'live' sessions a day via 'Google Meet'. This may include some live teaching of tricky concepts being covered that week, or a question and answer session to support individual learning.
- Class teachers will direct to other pre-recorded support, which may be created by the class teacher or from one of the resources listed below.
- Class teachers will make use of White Rose Maths Resources, 'Oak National Academy' and 'BBC Bitesize', as well as other websites and resources, to provide pupils with activities and videos to support their learning. Where possible, teachers will provide scaffolding support or extensions tasks in order to match individual pupils' confidence levels.
- For EY-Y1, class teachers will indicate possible steps (which may include an indication of timings) that parents might take to support their child with their learning.
- For those families unable to access the remote learning electronically, teachers should liaise with the school office to provide resources for the remaining lessons for the week ahead. For lessons unavailable in advance, teachers may use appropriate work books or photocopyables to supplement the printed resources and ensure continuation of learning. These can be prepared and sent with the printed resources for the week ahead. For feedback, pictures can be taken of the completed work and sent in to the teacher via Weduc or [admin@stmatthewsce.co.uk](mailto:admin@stmatthewsce.co.uk).

### Feedback

- Class teachers will provide graded feedback on all work submitted daily via Google Classroom, and individual comments on one identified subject per day.
- Any live sessions provided for Year 2 and above will be an opportunity to give feedback to the group and address any misconceptions that have arisen from the work.
- Class teachers or another available member of staff will attempt to call all pupils who haven't joined live sessions once a fortnight, if the school is closed for more than a week, to motivate and encourage learners.
- Please contact teachers through Weduc or via [admin@stmatthewsce.co.uk](mailto:admin@stmatthewsce.co.uk) if you have any questions or concerns, and class teachers or other available staff members will endeavour to respond within one school day whenever possible. Should there be any need for a different form of communication, or for contact to be directed to a different member of staff, this will be shared with parents and carers as soon as possible.

### Attendance and Completion of Remote Learning

- It is expected that children take part in remote learning. Parents with children of compulsory school age are expected to login to Tapestry daily to view the work set and pupils from Year 2 upwards are expected to log into Google Classroom every day and to submit the work set indicated by the class teacher. We do, however, understand the need to be flexible, so please discuss individual situations that may prevent children from completing all of the work with the class teacher.
- If a pupil is unwell and unable to complete any learning on a particular day while self-isolating, parents must report their child's absence by calling the school office on 0161 865 1284 so that their child is recorded as 'absent from learning' and the class teacher will not expect any work to be submitted on that day.
- We have asked all families to contact the school office if they are unable to access online learning and the school will look at what support it can provide.

### Support with accessing home learning

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Parents and carers can complete the following form: or contact the office on 0161 865 1284 to request a laptop or iPad loan.
- Devices will be prioritized for those families who have no suitable device at home. A suitable device is a tablet, PC, laptop or games console with browser and keyboard/mouse.
- For those families unable to access the remote learning electronically, teachers should liaise with the school office to provide resources for the remaining lessons for the week ahead. For lessons unavailable in advance, teachers may use appropriate workbooks or photocopiables to supplement the printed resources and ensure continuation of learning. These can be prepared and sent with the printed resources for the week ahead. For feedback, pictures can be taken of the completed work and sent in to the teacher via Weduc / email: [admin@stmatthewsce.co.uk](mailto:admin@stmatthewsce.co.uk), or they can be dropped off at the school office with a prior arrangement.

## Teacher expectations

- Teachers will ensure a weekly overview is completed and shared by 9am every Monday. They will plan activities and or learning tasks that are relevant to the curriculum focus for that year group or 'Bubble' and endeavour to supply resources to support tasks for home learners.
- Teachers will provide feedback in a timely manner.
- Teachers will contact families as indicated above, to keep in touch with children and provide some encouragement and feedback.
- Teachers will monitor access and engagement to home learning on a daily basis for those who are self-isolating but well, or those not eligible to attend (through checking work submitted on Tapestry or Google Classroom), and encourage further engagement if necessary and appropriate – this would initially be through messages on our parent app, followed by phone calls if necessary.

## Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Matthew's CE Primary School would recommend that each 'school day' maintains structure. A suggested timetable can be found on the school website to use as a guide.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via Weduc or by contacting the school office. They should make clear which year group and subject the question relates to.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Children should be supervised in their use of the Internet; more information for parents and carers can be found here: <https://stmatthews.trafford.sch.uk/covid/safeguarding-at-home/>
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school and alternative solutions will be made available (e.g. paper copies of work, workbooks and loaning of stationary equipment). These will be discussed on a case-to-case basis.
- We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:
  - Regular SENDCO support for parents of children with SEND, providing ideas for ways of supporting learning at home, or physical resources that may help meet individual needs.
  - Work may be adapted for those children who require additional support, or feedback may be more targeted to support further improvement.
  - Tasks will be age appropriate, especially for those in our Early Years setting, so whilst some will require adult support, some will be designed to be completed independently by the children.

## **Remote teaching for staff who are self-isolating**

Teaching staff are required to self-isolate if they or anyone in their household shows symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- For teachers who are well, they should endeavour to work from home, providing support to staff in school, maintaining some class teacher responsibilities / subject leader responsibilities that are achievable from home.
- Whilst self-isolating, and if able to do so, teaching assistants and non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.
- It is expected that staff get tested if they are displaying symptoms. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school as soon as possible so that appropriate plans can be made.

### **Quick Reference:**

#### **In the event of individual or small groups of children self-isolating for a period of time:**

- Children will receive work/activities for 4 subjects per day.
- Some of these will be available immediately on the weekly overview, other activities and resources will be added to complement these daily by 4pm.
- In addition to the above, children can also read and complete work on Times Table Rock Stars. Together, this will cover the core teaching hours of the school.
- Graded feedback will be given for each piece of work and comments at the teacher's discretion.

#### **In the event of a 'Bubble' being sent home for a period of time:**

- Children will receive work/activities for 4 subjects per day.
- Some of these will be available immediately on the weekly overview, others will be added daily by 4pm ready for the next day.
- In addition to the above, children can also read and complete work on Times Table Rock Stars. Together, this will cover the core teaching hours of the school.
- Graded feedback will be given for each piece of work and individual comments will be provided for one identified subject per day.

#### **In the event of a school closure:**

- Children will receive work/activities for 4 subjects per day.
- A weekly overview will be shared at the start of the week, with daily work set not later than 9am each day.
- In addition to the above, children can also read and complete work on Times Table Rock Stars. Together, this will cover the core teaching hours of the school.
- Graded feedback will be given for each piece of work and individual comments will be provided for one identified subject per day.