**Roan St Patrick’s PS**



**Remote Learning Policy**

**INTRODUCTION**

Remote learning is where the children and the teacher are not physically present in the

classroom. The teacher provides information, lessons and activities through an online

platform and children may be able to return their work to the teacher. An

effective home-school platform allows communication between the teacher and the

children, in a managed and well communicated way.

Blended learning in its current guise as a result of the Covid-19 pandemic occurs

when some children in a class may be at home participating in remote learning while

some children are in school receiving face-to-face instruction from the teacher.

Possible scenarios during the 2020-21 / 2021-22 academic years:

• Whole class bubble to isolate at home for a period of time.

• A number of children in a class learning at home due to medical conditions or

isolating due to Covid-19.

• Widespread lockdown.

**Flexibility**

We realise that the circumstances that cause our school to adopt a ‘blended learning’ approach will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides: parents may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of, and willingness to adapt to these difficulties on all sides is essential for success.

**Expectations**

In the case of any school closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. Closure may be as a result of Government guidelines or a bubble having to isolate due to a confirmed case. Bearing in mind the need for flexibility, we understand that work may be completed out of sync. That said, the work that pupils engage in during a period of closure, or as part of the ‘blended learning’ approach, will be part of our current planning and so cannot be considered as optional. Teaching staff will expect to receive all home assignments within a reasonable timeframe. Should families encounter any difficulties with this arrangement, they must be discussed with the child’s class teacher in the first instance.

Should individuals have to isolate as a result of a family member being a confirmed case, home learning will also be provided. However, as notification of individuals having to isolate can be at short notice, some tasks already planned for the day may not be suitable for home learning. Every effort will be made to ensure alternative activities are assigned or adapted for home learning.

**Content and structure of learning**

* In the event of a period of remote learning, differentiated work will be provided to all pupils daily.
* Daily notes / videos outlining lessons and additional information will be shared on Seesaw.
* Teaching and learning resources such as PowerPoint presentations, links (to online videos, games, animations etc) activity sheets etc will be shared via Seesaw or the school website.

Daily learning will include the following:

|  |  |
| --- | --- |
| P1-3 Daily Tasks (MON-THURS) | P4-7 Daily Tasks (MON-THURS) |
| 1 Numeracy1 Literacy1 Other (RE / PDMU / WAU / PE / ART etc)PhonicsReadingMathletics | 1 Numeracy1 Literacy1 Other (RE / PDMU / WAU / PE / ART etc)SpellingsAccelerated ReaderMathletics |

* There may also be a short task or assessment set on a Friday. Children can use this as a ‘mop-up’ day to complete any work missed during the week.
* Teachers will prioritise key learning opportunities with an emphasis on developing transferrable skills whilst consolidating and building upon prior learning, knowledge and understanding.
* All learning activities should have clear purpose and explicit success criteria.
* Optimally, remote learning tasks should last around 10-30 minutes.
* While videos of the teacher may form part of lessons, it is not felt that live teaching is ideal in the case of remote learning as not all children will have access to facilities at set times. Therefore, recorded videos shared to demonstrate learning which can be accessed at any time will be used.
* Live assemblies may be used occasionally for individual classes via Zoom or Collaborate Ultra and parents will supervise these sessions at all times.
* We recognise the importance of peer interaction and so opportunities to share learning will be provided through our school website news and twitter in the form of pictures and video clips.
* Reading: P1-3 children will follow the instruction of their class teacher via Seesaw. P4-7 children will be able to access the school library to select books for Accelerated Reading. Children will be able to select a number of books to cover them for a long period of time and the school will take note of books borrowed. Parents must ring the school in advance to book a slot to visit the library in order to ensure social distancing etc.

**Online Facilities:**

Pupils have access to a range of online facilities and programmes that can be used whilst learning remotely:

* Mathletics (P1-P7)
* Accelerated Reading (P4-P7)
* Seesaw (P1-P7)
* Studyladder (P1-7)
* Educational web links available on the school website

**Teaching staff will:**

• Ensure all learners have internet access / device and if not will provide alternative support.

• Place significant emphasis on pastoral development within the classroom.

• Prepare resources to meet the needs of each child.

• Share teaching and learning activities with their class through Seesaw.

• Ensure that online learning protocols are clear to keep everyone safe (revised E-Safety Policy).

• Continue providing work and support in line with current planning that is already in place throughout the school and ensure there is a good balance of teacher-led, independent and collaborative learning where possible, as well as online and offline learning.

• Give credence to the fact that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.

• Ensure daily contact with pupils, either face-to-face or through Seesaw with 3 lessons daily (literacy, numeracy and one other) as well as reading, spelling / phonics and Mathletics.

• Reply to messages, set work and give feedback on learning/activities. Work may be submitted through seesaw in the form of written worksheets, screen shots of work, verbal, videos etc and feedback may be in the same manner.

• Actively strive to maintain a relationship with pupils through pastoral phone calls, videos or verbal messages. There will be regular messages to ask how everyone is managing and invite any questions.

• Make allowances for asynchronous learning, understanding that the circumstances may affect families in a number of ways.

• Monitor and track progress and levels of participation in learning and make contact and support any children who lack engagement. Support will be provided to ensure learning is accessible, clear and straightforward with additional guidance for parents provided where necessary. Teachers will use continuous formative assessment strategies.

• Surveys will be conducted with staff, pupils and parents to monitor the approaches, routines and structures in place and how well they are working for everyone.

**Non-teaching Staff will:**

• Support class teacher in preparation of support packs/activities.

• Support supervised / vulnerable learning groups.

• Support, where necessary, individual/small groups of pupils by providing tailored activities which can either be used in school or when learning at home.

• Ensure their communications have been shared with the class teacher and/or SENCO.

**Pupils will:**

• Adhere to all guidelines as directed by staff.

• Be assured that wellbeing is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.

• Undertake any tasks prepared for home learning.

• Endeavour to keep up-to-date with daily teaching and learning, either in-school or using Seesaw.

• 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 will ask for parental permission to use technology for anything beyond that.

• Only post up pictures of their Seesaw activities.

• If taking a photo or video for homework, do so in a room with their parents/carers present. Ensure that their teacher is able to clearly see the work that has been completed.

• Show their homework to their parents/carers before sending it to their teachers.

• Read daily, either independently or with an adult.

**Parents will:**

• Support their child’s learning to the best of their ability in line with our Remote Learning Policy.

• Ensure their child completes all home assignments and submits them to the class teacher within a reasonable timeframe.

• Ensure their child engages with Seesaw activities set by their teacher.

• Not screenshot or copy 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 via email if they require support of any kind.

• Send messages and queries that are in relation to tasks set by the teacher and / or relating to any pastoral / well-being concerns.

• Check their child’s completed work each day / review work uploaded by their child on Seesaw 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 when working at home.

• Contact their child’s teacher if they require support with submitting work or engaging their child in remote learning.

**Engagement**

While the school understands the difficulties that remote / blended learning can present for families, it is important that your child engages with as much work set by your child’s teacher as possible. As mentioned above, teachers can be flexible with when work is submitted and you can discuss this with your child’s teacher if needed.

If the school feels that there is a lack of engagement with remote / blended learning tasks, the following steps will be followed:

1. School contact parent to solve possible technical difficulties with submission of work.

2. Teacher contact parent to discuss engagement and offer support.

3. Principal contact parent to discuss engagement and offer support.

4. Children not engaging will be marked absent as per DE guidance.

5. A referral to the Education Welfare Service may be necessary.

**Education Welfare Service**

The Education Authority has through the Education Welfare Service a legal responsibility to make sure that parents meet their responsibility towards their children’s education.

Regular attendance is an essential requirement for educational results and where attendance difficulties exist or a pupil’s attendance falls below 85%, the Education Welfare Service will support staff and parents in developing and implementing strategies to address or improve school attendance, including engagement in remote / blended learning.

**Monitoring and Review**

The school’s Remote Learning Policy will be kept under review by the school Principal and the Board of Governors.

Signature

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Signature

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**Guidance Documents:**

DE - GUIDANCE FOR SCHOOLS ON SUPPORTING REMOTE LEARNING TO PROVIDE EDUCATIONAL CONTINUITY - Circular 2020/05.

DE - FURTHER GUIDANCE FOR SCHOOLS ON SUPPORTING REMOTE LEARNING TO PROVIDE EDUCATIONAL CONTINUITY - Circular 2021/01

SAFEGUARDING - Remote and blended learning challenges and approaches - June 2020.

EA - Readiness for Continuity of Learning at Home – Jan 2021

DE – Features of Effective Practice in Remote Learning – Feb 2021