



# **Remote Learning Policy**

St Mary's R.C. Primary School

“Jesus is at the heart of our  
school”

We recognise that in the current climate, there is likely to be a great deal of fluctuation in terms of school attendance, whether due to the necessity for symptomatic pupils to self-isolate, bubble closure due to positive tests or in extreme circumstances whole school closure. For this reason, it is necessary to plan a blended approach to teaching and learning with a view to ensuring a seamless transition for pupils in order to maintain quality provision and maximize progress following the extended period of lockdown.

This plan is in line with the DfE guidelines “Remote Education support” found here:

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

Our Remote Learning Plan will ensure that children’s education can continue with as little disruption as possible.

We are committed to safeguarding our pupils and we teach pupils about safeguarding, including online, through various teaching and learning opportunities as part of a broad and balanced curriculum.

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, St Mary’s R.C. Primary School has developed the following plan.

The plan will be applied in the following instances:

1. National Lockdown in which school is only open to vulnerable children and children of Critical Workers
2. An individual is self-isolating due to waiting for a COVID test result or because of a positive test within the household;
3. A group of children are self-isolating because of a case of COVID-19 in the bubble;
4. A whole bubble or cohort is self-isolating because of an outbreak of COVID-19

The plan complies with the expectations and principles outlined in the DfE document Guidance for Full Opening of Schools

### **How will my child access any online remote education that St Mary’s are providing?**

ClassDojo will be used to share all work set remotely.

Remote learning is a combination of supportive modelling and on-line teaching, both externally sourced (Oak Academy and White Rose Maths) and internally produced (recorded lessons), which can be accessed remotely by children to allow them to continue their education in an equitable way, in the case of lockdown or self isolation. We teach the same curriculum remotely as we do in school for those accessing the on-site provision.

ClassDojo will remain in use as the communication element has already proved to be invaluable. Teachers and parents/carers can message one another to share information and offer support. The Class Story page will offer the chance for teachers to celebrate children’s work and maintain our school community. Use of Class Dojo will be in-line with the ClassDojo Policy.

**If my child does not have digital or online access at home, how will St Mary’s support my child to access Remote Learning?**

All children to be given an exercise book and pen/pencil that is to be used in the event of lockdown, self-isolation or closure of a bubble. This were handed out in preparation in the Autumn term, replacements can be collected from the School Office.

We have been provided with a small supply of laptops that have been distributed to our families (following our Technology Surveys September 2020 & January 2021) to assist with children accessing Remote Learning.

We have a supply of Virgin data SIMs with 30GB to assist our families, families have been made aware of these through posts on ClassDojo and wellbeing phone calls (January 2021).

This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources. Physical work packs, (including SEN provision) are prepared each week and available for pick up from 9am each Monday.

Where children do not have any online access, individual arrangements are made with families to ensure engagement and feedback.

### **How will my child/ren be taught remotely?**

The initial response to lockdown or period of isolation is to signpost our children to our ClassDojo platform.

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Children will remain in contact with their Classteacher through ClassDojo (to share successes and communications).

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy Lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modeling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and children requiring additional support. Class teachers are to use the lessons in the classrooms so children are familiar with the platform. Teachers are to use Oak Academy lessons every Monday as part of their English lesson (Y2 upwards).

White Rose Maths resources will be used as they are matched to our current Maths curriculum model. Teachers to use one White Rose Maths session each week so that children are familiar with the lessons.

Teachers to incorporate White Rose Maths and Oak Academy into their teaching to ensure a smooth transition for pupils accessing the learning from home.

Spelling Shed, SPAG.com, Numbots, TT Rockstars, Teach a Monster to Read, Oxford Owl will all be utilised to support the acquisition and retention of basic core skills.

**In the event of any form of isolation and loss of learning caused by COVID-19, parents/carers must understand that engagement in home learning is compulsory, as is the expectation that St Mary's RC**

**Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.**

In preparation for home-learning, parents/carers and children need to ensure they have logins and passwords for the following platforms:

- ClassDojo
- Spelling Shed
- TT Rockstars/Numbots
- Teach a Monster to Read (KS1)
- SPAG.com
- Oxford Owl

Teachers and Teaching Assistants will monitor and provide feedback via ClassDojo during the hours of 8.30 am – 4.30pm, Monday – Friday. Both Teachers and Teaching assistants will contribute to ClassDojo and provision of vulnerable children and children of Critical Workers accessing the school site. In the event of teachers becoming ill, Teaching Assistants will be required to take over the ClassDojo account with lessons/activities being identified by Phase Leaders/SLT.

Opportunities will be given to access recordings of School Worship, Assemblies and Story readings each week by the Headteacher and Class Teachers. This will encourage children to keep working, celebrate successes and promote togetherness.

Teachers and/or Teaching Assistants to cover reading for pleasure sessions (prerecorded and uploaded on to ClassDojo).

Weekly Content On a weekly basis children will have access to a full curriculum. The typical content is outlined below.
<b>Nursery</b>  2 Phonic tasks 2 Maths tasks 1 RE task Daily sign and sing Daily shared story Responding to collective worship Physical activities  Topic map linked to a range of Prime and Specific Areas
<b>Reception</b>  5 Phonic tasks 5 Maths tasks Daily shared story 1 RE activity 2 individual reading books or activities

Physical activities  
Responding to collective worship

Topic map linked to a range of Prime and Specific Areas

### **Y1**

4 English lessons - one with a SPAG focus  
1 Creative writing – based on Fun Friday input  
1 Reading session – focused on comprehension  
5 Phonics inputs  
5 Maths lessons  
2 RE activities  
1 Foundation activity/lesson  
1 Wellbeing activity/lesson  
3 PE lessons

Daily reading is accessed through Oxford Owl online.  
In addition to this pupils are given a range of Continuous Provision activities, in-line with those that they would access in the classroom setting.

### **Year 2**

3 English lessons - one with a SPAG focus  
1 Creative writing – based on Fun Friday input  
1 Reading session – focused on comprehension  
Focused spellings for the week with a range of activities  
5 Maths lessons  
2 RE activities  
1 Foundation activity/lesson  
1 Wellbeing activity/lesson  
3 PE lessons

Daily reading is accessed through Oxford Owl online.

### **Key Stage 2**

3 English lessons - one with a SPAG focus  
1 Creative writing – based on Fun Friday input  
1 Reading session – focused on comprehension  
Focused spellings for the week with a range of activities  
5 Maths lessons  
2 RE activities  
1 Foundation activity/lesson  
1 Wellbeing activity/lesson  
3 PE lessons

Daily reading is accessed through Oxford Owl online.

### **How long can I expect work set by the school to take my child each day?**

In line with DfE guidance the expectation is that children will be working for a minimum of:

- KS1: 3 hours a day on average, across the school cohort with less for younger children
- KS2: 4 hours a day

Please find an example of a weekly overview from both KS1 and KS2 in Appendix 1

### **What do Parents/Carers need to do?**

- If your child/ren does not have access to a suitable device we will do all we can to support our families. We request that families make us aware of any barriers to online learning so that we can offer further support.
- Support their child/ren's learning to the best of their ability
- Parents/carers can support their children by ensuring they are able to log on to ClassDojo
- Encourage their child/ren to interact with ClassDojo and respond to feedback given
- Parents/carers must not screen shot or copy any information, messages, posts to share on social media or any other platform (in line with our Social Media Policy).
- Parents/carers should encourage their child/ren to complete their learning independently, however we are aware that our youngest children and those with additional needs, may require support with this.
- Be mindful of the Mental Health and well-being of themselves and their child, remembering you can only do what you can do.

### **How will you check my child/ren is engaging with their work?**

If a child does not engage, the Class teacher is to call the parents/carers to discuss obstacles and further support. Weekly check-in phone calls are made by each Class Teacher. The PWO and Headteacher will follow up on any concerns, making contact with parents/carers to discuss any problems or support required. In addition the PWO makes phone calls to families who require additional support.

Home Learning Access and Wellbeing Check sheets are completed by Class Teachers each week and saved on Sharepoint. Class Teachers alert HT/DHT to any concerns.

If the child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular well-being checks from the DSL / PWO/ Class Teacher (any information recorded CPOMS).

### **Additional Support for children with particular needs**

We recognise that some pupils, for example some children with SEND, may not be able to access remote learning without support from adults at home. We acknowledge the difficulties this may place on families. We will provide differentiated activities and targeted support from the teacher. Our SENCo, along with the PWO and Class teacher regularly telephone families to provide help or advice.

<b>NATIONAL LOCKDOWN/REGIONAL LOCKDOWN IN WHICH SCHOOL IS OPEN TO ONLY VULNERABLE CHILDREN AND CHILDREN OF CRITICAL WORKERS</b>
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Ongoing Support
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<b>ST MARY'S RESPONSIBILITY</b>
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A weekly overview is published on ClassDojo by Class teachers and uploaded by Monday 9am at the latest.
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Teachers will upload work to ClassDojo daily, covering same curriculum content as being taught in school.
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This will include differentiated work to support and/or further challenge pupils as appropriate.
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Teachers will provide feedback in response to pupils' work. Not every piece of work will receive feedback, as detailed marking is used to best effect in order to impact on learning, in line with our practice in school.
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Please find an example of a weekly overview from both KS1 and KS2 in Appendix 1
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<b>CHILDREN'S RESPONSIBILITY</b>
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Children to complete work set and communicate with the Class Teacher as required
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<b>PARENT / CARER'S RESPONSIBILITY</b>
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Parent/Carer's responsibility to ensure children log on daily to check for new work and encourage their child/ren to complete their learning
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<b>A GROUP OF CHILDREN ARE SELF-ISOLATING BECAUSE OF A CASE OF COVID –19 IN THEIR BUBBLE</b>
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Ongoing Support
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**ST MARY'S RESPONSIBILITY**

Using ClassDojo, the Class teacher will signpost parents/carers to work the day before to allow parents/carers to see the learning materials prior to supporting their child.

This will include some recorded teaching from the Oak Academy / White Rose Maths.

The Class Teacher will provide feedback to move progress forward.

**CHILDREN'S RESPONSIBILITY**

Children to complete work set and communicate with the Class Teacher as required

**PARENT / CARER'S RESPONSIBILITY**

Parent/Carer's responsibility to ensure children log on daily to check for new work and encourage their child/ren to complete their learning

**PUPIL NEEDS TO ISOLATE BECAUSE SOMEONE IN THEIR HOUSEHOLD IS SYMPTOMATIC OR TESTS POSITIVE (BUT PUPIL FEELING WELL)**

Ongoing Support

**ST MARY'S RESPONSIBILITY**

Using ClassDojo, the Class teacher will signpost parents/carers to work set from the first day of absence.

This will include some recorded teaching from the Oak Academy / White Rose Maths.

The Class Teacher will provide feedback to move progress forward.

**CHILDREN'S RESPONSIBILITY**

Children to complete work set and communicate with the Class Teacher as required

**PARENT / CARER'S RESPONSIBILITY**

Parent/Carer's responsibility to ensure children log on daily to check for new work and encourage their child/ren to complete their learning

**CLASS SELF-ISOLATING AND TEACHER UNWELL**

Ongoing Support

**ST MARY'S RESPONSIBILITY**

Using ClassDojo, the Phase Leader / SLT will upload work to ClassDojo daily.

This will include some recorded teaching from the Oak Academy / White Rose Maths.

The Phase Lead / Teaching Assistant will respond to feedback.

**CHILDREN'S RESPONSIBILITY**

Children to complete work set and communicate via ClassDojo as required

**PARENT / CARER'S RESPONSIBILITY**

Parent/Carer's responsibility to ensure children log on daily to check for new work and encourage their child/ren to complete their learning

**CLASS TEACHER SELF-ISOLATING BUT WELL - CHILDREN CONTINUE TO BE AT SCHOOL**

Ongoing Support

### **ST MARY'S RESPONSIBILITY**

Class Teacher will contribute to class teaching remotely following agreed protocols.

The class will be supported in their learning by HLTA/TA cover with additional support of Phase lead.

The Phase Lead / Teaching Assistant will respond to feedback.

### **CHILDREN'S RESPONSIBILITY**

Children will engage in live lesson teaching at school facilitated and supported by HLTA/TA

This plan is to be reviewed week commencing 22<sup>nd</sup> February 2021





## Home Learning Year 2

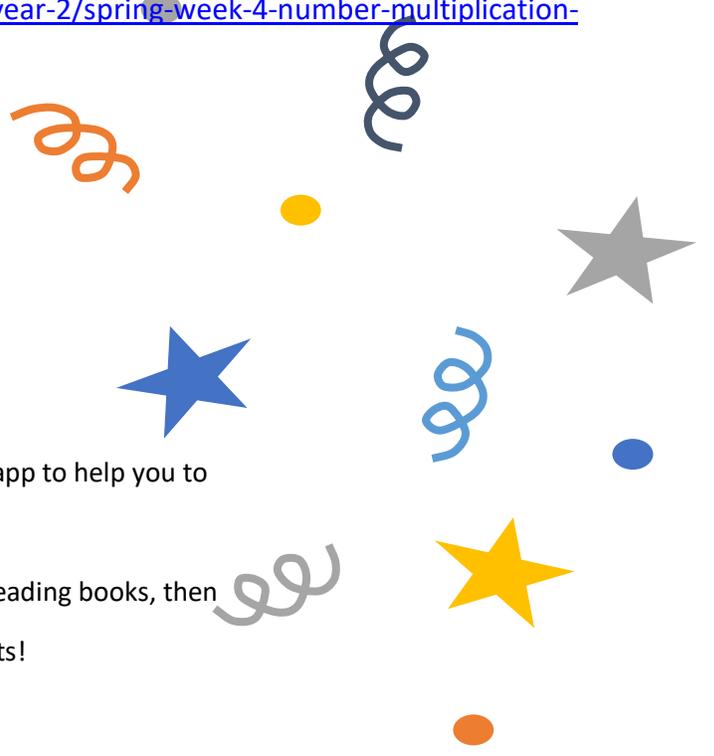
Hello Year 2! Thank you all for your fabulous work last week! I have loved seeing captain's logs, letters written in lemon juice, paintings of the baptism of Jesus, Antarctic artwork, super science sorting and even models of scientific research centres. Not only that, but you have sent through videos of your acting and dancing, photographs of your snowy creations and sound clips to explain your work. You are all fantastic! I hope that this week's learning brings as much enjoyment. Keep up the great work!

### Maths

Complete one set of Fluent In Five each day.

Watch the videos on the link, one for each day, then complete the worksheet sent on Class Dojo.

Practice your times tables on **TT Rockstars** as often as you can. Now that you have learned about multiplication and division, you should be able to work out the answers on TT rockstars. I have reset it so that this week, there is only the **2 times table** to answer until we can work more quickly. The more you practice, the more you will remember and the faster you will be!

- <https://whiterosemaths.com/homelearning/year-2/spring-week-4-number-multiplication-and-division-2/>
  - Monday**- Divide by 2
  - Tuesday**- Odd and Even Numbers
  - Wednesday**- Divide by 5
  - Thursday**- Divide by 10
  - Friday**- Division Assessment
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### English

Complete the tasks set each day as below.

Use the **Spelling Shed** worksheets and **Spelling Shed** app to help you to learn this week's spellings.

Remember that you can use Oxford Owl to get your reading books, then write a review on Class Dojo to earn extra house points!

- Monday**- SPAG- Homophones
- Tuesday, Wednesday and Thursday**-  
The Unlikely Adventures of Mabel Jones lessons to be sent on Class Dojo.

- **Friday-** Creative Writing task to be sent over Class Dojo.

### Monday- Religious Education

- Think about the different books we might find in church. Design a mini book to help us to remember what we should say and do in a service.
- End of unit response. What can you remember about our 'Books' topic and what do you think is important to hold on to?

### Tuesday- Science

- <https://classroom.thenational.academy/lessons/what-lives-in-a-desert-habitat-64ukgd>
- Watch the video for a lesson on desert animals and how they have adapted to their habitat.
- Look at the worksheet sent on Class Dojo. Choose one of the animals to draw, then use the information in the boxes below to write labels and information about the parts of the animals.

### Wednesday- Wellbeing

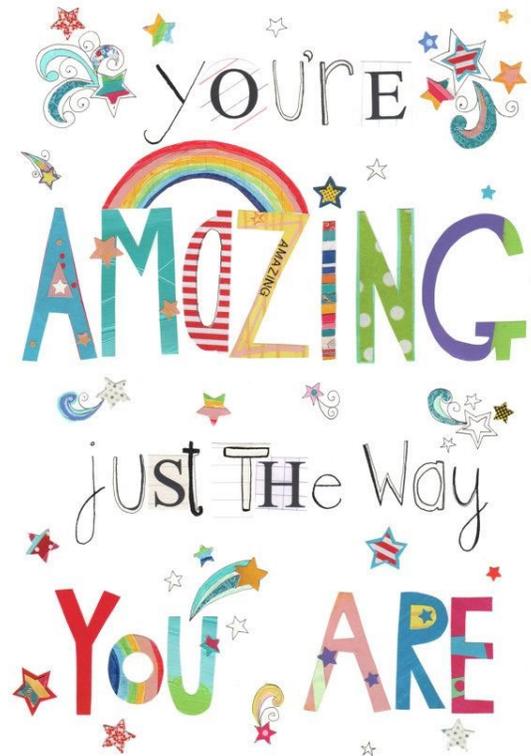
- Choose your next activity from the Wellbeing board. Don't forget to put your work onto your portfolio (photograph, video or a note to say what you did).

### Thursday- Religious Education

- Explore your first thoughts about our new topic, Thanksgiving. Our 'Big Question' is Why should we be grateful people?
- Write or record a story when you said thank you, or someone else thanked you.

### Friday- Poles Apart- Geography/History

- Read the PowerPoint on Antarctic explorers sent on Class Dojo
- Think about how you could retell Ernest Shackleton's story. It could be a diary (captain's log), video or even stop-motion Lego!



## Year 6 Home Learning – Week 6.

Hello Year 6! I have really enjoyed looking at and reading all your work over the past 5 weeks. I have seen some fantastic work on Class Dojo and I am so proud of all the hard work you have all been putting in.

Here are the tasks that I have made for you to complete whilst you are at home. I hope that you find them enjoyable but if you get stuck, don't worry, just do your best – you can also message me on ClassDojo if you need my help 😊

Please can you continue to complete your TT Rockstars and Spelling Shed tasks each week. This week I have set you some SPaG.com tasks to complete as well.

Don't forget to use your Oxford Owl login to continue with your daily reading! You can access the website here: <https://www.oxfordowl.co.uk/>

You don't need to print out the work set, just write the answers in your notebook. I'll love to see the work you do so please share it with me on ClassDojo or send me a message to let me know how you're getting on.

Keep safe and well.

Mrs Jackson-Cooper



### Monday 08.02.21.

- Fluent in 5.** Today we start a new week of Fluent in 5 – today you are completing day 1.
- Rapid Reasoning.** Today we start a new week of rapid reasoning. You are on day 1 today.
- Maths. Solving simple two-step equations.** Please watch the video via this link <https://vimeo.com/503005898> and complete the White Rose Maths sheet provided.
- English SPaG – To explore subject, verb, object.** Please watch the video via this link <https://classroom.thenational.academy/lessons/to-explore-subject-verb-object-6ct3ar> then complete the task set – this is the one at the end of the video.
- Spelling.** I don't mind whether you do all of your spelling work today or spread it out over the week
- 😊 Please see the separate sheet for this week's spellings.
- Religious Education.** Today you have 1 task to complete – LF2. Please see the sheet attached.

### Tuesday 09.02.21

- Fluent in 5.** Today you are completing day 2.
- Rapid Reasoning.** Today you are completing day 2.
- Maths. Find pairs of values.** Please watch the video via this link <https://vimeo.com/502664420> and complete the tasks provided.

- English reading comprehension.** I have set a comprehension task on a clip.
- SPaG.com.** Please complete the tasks set on SPaG.com.
- Religious Education.** Today you have 1 task to complete – LF3. Please see the sheet attached.

### Wednesday 10.02.21

- Fluent in 5.** Today you are completing day 3.
- Rapid Reasoning.** Today you are completing day 3.
- Maths. Finding pairs of values (2).** Please watch the video via this link <https://vimeo.com/503100955> and complete the tasks provided.
- English writing.** Writing a narrative based upon The Highwayman.
- Well-being Wednesday.**

### Thursday 11.02.21

- Fluent in 5.** Today you are completing day 4.
- Rapid Reasoning.** Today you are completing day 4.
- Maths. Common factors.** Please watch the video via this link <https://vimeo.com/464241360> and complete the tasks provided.
- English writing.** Creative writing. A writing clip will be posted on Class Dojo on Thursday morning.
- History.** To learn about graffiti and Banksy.

### Friday 12.02.21

- Have a brilliant half term! 😊