St John Bosco RC Primary School

Remote Teaching and Learning Policy January 2021

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, St John Bosco Primary School has developed the following policy. This policy will be applied in the following instances:

1. School is closed to all children expect those of critical workers and vulnerable children; (Provision Offer A)

School is fully open and:

2. An individual is self-isolating because of a positive test within the household; (Provision Offer B)
3. A group of children are self-isolating because of a case of coronavirus in the bubble; (Provision Offer C)
4. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus (Provision Offer D)

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

AIMS OF THE POLICY
This policy, has been created by and agreed upon by the teaching staff and Governing Body. A hard copy is located in the Head Teacher's office for other members of staff.

At St John Bosco Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Children have a right to an education (Article 28 UNCRC); a right to be the best they can be (Article 29 UNCRC) and a right to be kept safe (Article 19 UNCRC).

This policy should be read in conjunction with our Teaching and Learning policy.

PRINCIPLES OF TEACHING AND LEARNING
Learning is the purpose of the whole school and is a shared commitment. Education involves children, parents, staff, governors, the community, parish and diocese, and the local authority, and that for optimum benefit all should work closely together to support the process of learning remotely. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe learning environment, which has high expectations and values all members of the school community;

- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;

- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;

- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;

- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;

- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline, resilience and positive attitudes;

- encourage all children to be enthusiastic and committed learners, promoting their self - esteem, self-worth and emotional well-being;

- develop children's confidence and capacity to learn and work independently and collaboratively;

- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;

- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;

- encourage children to value the diversity in our society and the environment in which they live;

- encourage children to become active and responsible citizens, contributing positively to the community and society.

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work *the staff* will contribute to the development of this ethos through:

- effective management of their professional time;
- developing links with all pupils and their families learning remotely;
- valuing and celebrating pupils' success and achievements;
- responsibility for reviewing personal and professional development in order to ensure a high level of professional expertise and modern practice.

Roles and Responsibilities
Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will:
- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement which matches the learning in school as closely as possible;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, well-prepared and organised;
- keep up-to-date with educational issues; through training and use of media.
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's remote learning by:

- ensuring that their child completes remote learning regularly, well-rested and in good health;
- participating in discussions with their child about their remote learning
- ensuring that their child has the necessary equipment – working with school where needs are identified – and that their child is appropriately dressed for online Google Meets (see Google Meet Code of Conduct);
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's remote learning policy and give due importance to any online learning set;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- actively supporting the Home-School Agreement.

Parents must understand that engagement in home learning is compulsory, as is the expectation that St John Bosco Primary School makes that provision available and accessible

to all. However, if children themselves unwell (and you wouldn't be sending them to school) then they should not be expected to engage in home learning.

Pupils are encouraged to support the school's aims by:

- completing remote learning regularly, in good health, maintained by adequate diet, exercise and sleep;
- being organised, having necessary equipment, submitting learning promptly;
- conducting themselves in an orderly manner in line with the expected behaviour policy – especially during online Google Meets (see Google Meet Code of Conduct);
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, online or pre-recorded videos, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;

Provision Offer A

School is closed to all children expect those of critical workers and vulnerable children

Software and online platforms
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, White Rose Maths and Developing Experts.

Teachers will provide remote lesson resources through Google Classrooms as follows:

Maths: Daily White Rose Maths videos and worksheets related to the topic/theme being learned in school. White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children have been used to seeing these resources.

English: Daily Oak Academy videos – related to the topic/theme being learned in school where available. 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 modelling, 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 requiring additional support. Class teachers have used some lessons in the classroom so children are familiar with the platform.

Daily Read Write Inc vides / activities to be used throughout KS1 and Reception. See Appendix A ..\Curriculum\Google classroom\RWI remote learning plan.docx

Reading: KS 2 See Appendix B ..\Curriculum\Google classroom\Accelerated reader plan for remote learning.docx

RE and foundation subjects: PowerPoint / or other document for each lesson (one per day) with teaching activities for each lesson clearly outlined or linked into the document.

Science: One lesson per week via Developing Experts.

In addition, children have access to Purple Mash (rec-Y6); TT Rockstars (Y2-Y6); SATs Companion (Y6) and will be provided with links to other learning experiences i.e. BBC Bitesize, via the Home Learning page of the school website.

Purple Mash will remain in use as the communication tool between teachers and pupils as a safe E-learning environment which has already proved to be invaluable. Children are familiar with its look and knowledgeable in its use.

Supporting all learners

Pupils with special educational needs (including more able children) receive support via a range of methods (see SEND Policy and statement).

Extra support is given remotely through scaffolding, modelling and additional instructions including spoken instruction where appropriate.

Additional learning is available via the Home Learning section of the school website.

Assessment, Recording, Feedback and Reporting

Teachers will review learning submitted on Google Classroom on a daily basis and provide feedback where necessary. The teachers will provide feedback on the same day to on all work that is submitted by 3pm, work submitted later than that will be marked the following day. Teachers will provide either a written comment or a "Mote" voicenote.

Children will only receive feedback on the work they submit during the week it has been set. Families are welcome to go back and complete tasks they have missed but the teachers won't be asked to go mark it. (This is a wellbeing initiative for staff, as it is difficult for them to go back and find pieces that aren't submitted on time).

Each class will have Google Meets twice each weekly to have face-to-face contact with their teacher that pupils can talk about their work, reflecting, discussing and sharing ideas and teachers can provide feedback.

There will be two live assemblies per week via Zoom, the link will be shared with families through Purple Mash email.

Teachers will monitor the frequency of remote learning by completing a weekly Remote learning Mark Sheet (L:\Curriculum\Google classroom). If teachers have concerns about the engagement of pupils remotely, they will contact the parent/carer to identify how barriers to remote learning can be overcome.

Resources
All children should have access to online learning through Google Classroom. This may be via a laptop or PC, x-box with keyboard, tablet or mobile phone.

Parents who have difficulty accessing online learning can find advice in the following DfE document: https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19

School may be able to provide devices to families in certain circumstances.

Pupil Wellbeing

Each family will receive a weekly welfare call from the administrative/pastoral team in school. Pupils will have the opportunity to speak with their teacher twice a week via Google Meet. Google meet rules have been shared with families (See Appendix C).

Teachers will set a creative task on Fridays as part of 'Wellbeing Friday' instead of a formal piece of Topic work.

All remote learners are invited to join whole school assemblies on Mondays and Fridays which will enhance our feeling of school community.

Remote Learning when school is fully open

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered). In the case of whole cohort isolation, resources will be emailed to children via Purple Mash. This measure will afford teachers a short time to prepare their remote learning resources.

Provision Offer B
A pupil is self-isolating because of a positive test within the household.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Teaching and learning	Safeguarding/SEND
Using Purple Mash, the Class teacher will upload the resources by 6pm the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.	School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to contact@st-johnbosco.manchester.sch.uk

If child is entitled to benefit-related FSM ensure food made available through Manchester Fayre Catering.

If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).

If a child does not engage, the Class teacher is to call the parents to discuss obstacles and support. |

Provision Offer C
A group of children are self-isolating because of a case of coronavirus in their class bubble

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
Using Purple Mash, the Class teacher will upload the resources by 6pm the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.	School office to contact parents so they know to communicate test results to contact@st-johnbosco.manchester.sch.uk

If children are entitled to benefit-related FSM ensure food made available through Manchester Fayre Catering.

If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).

Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support. |

Provision Offer D
A whole bubble/cohort of children is isolating because of an outbreak of coronavirus

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
Using Google Classroom, the Class teacher will upload daily so that tasks are scheduled from 8am. The teacher will decide what materials are most appropriate for the individual child. The Class teacher will monitor and feedback to the children daily via comments in assignments and twice weekly via Google Meet There may be additional Google Meet meetings if the teacher sees additional areas that need to be addressed. Completed work should be submitted via Google Classroom assignments or by taking a photo and emailing it via Purple Mash to the class teacher. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Google Classroom. In the event of teachers becoming ill, support staff will be required to 'takeover' the Google Classroom account with resources being identified by the other phase teachers.	Parents notified so they know to communicate test results to contact@st-johnbosco.manchester.sch.uk If any children are entitled to benefit-related FSM ensure food made available through Manchester Fayre Catering. If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS). Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from the Learning Mentor if there are pastoral issues. Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue electronically. Teachers will ensure that SEND pupils have appropriate resources and tasks set for them.

Equality statement

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping;

This policy has been impact assessed in order to ensure that it does not have an adverse effect on race, gender or disability equality

Policy Approved: January 2021

To be reviewed: September 2021

Appendix A – Read Write Inc Remote Learning Plan

Read, Write Inc for remote learners EYFS/ KS1

Each child given class login for Oxford Owl & website address via Google classroom.

	Username	password
Nursery	sjbnur	sjbnur
Reception	sjbrec	sjbrec
Year 1	sjby1	sjby1
Year 2	sjby2	sjby2

Via an assignment, send each parent a set of instructions of where to go once logged in.

There are Oxford Owl ebooks, Word Sparks audio books and RWI ebooks that the parents and children can access, if they want alternatives to read on top of the assigned one.

The website also has set 1, set 2 and set 3 sound pdfs that can be downloaded and printed off that will help the children.

The website also has a huge variety of spelling, handwriting and maths activity sheets as well as games and other suggested activities.

Reception

Via Google class…Set 1 speed sound session 1 a day from Ruth Miskin website, word time words to read- will be differentiated for the 2 groups. Children to choose a Fred game from a list sent. Children to practise writing the sound using mnemonics and practise the word time words. Ditty group chn in Reception (and those children in Year 1 & 2 who need this) will be sent ditty sheets to practice reading daily.

Year 1 & 2

There are around 6/ 7 books for each level and they contain the red words, speedy greens & story green words as well. Direct each individual parent to look at the correct level of book that they would be reading if they were in their RWI lesson & tell them which book to read. Tell them they are to practise reading it every day as well as the 3 word groups. At the end of the week the child is to complete a book review on a google doc. (Year 1 & 2 only- above red ditty level)

We will set a writing task to go with the book each day on google docs – eg proof read, vocab extender etc – similar format to the Get writing book tasks.

We will also assign the correct set of sounds video to practice daily.

Appendix B –

Accelerated reader plan for remote learning

All children took a reading book home with their zpd indicated on the side. The school link to Accelerated Reader site (https://ukhosted116.renlearn.co.uk/1895104/) was also sent so they can complete the quiz for the book they have. This link is unique to our school; they will not be able to find it by searching 'accelerated reader' on the internet.

If children have books at home they can check on www.arbookfind.co.uk website to see if it has a quiz that they can access. There are also some different types of quizzes that the children can engage including vocabulary practice quiz, literacy skills quiz and recorded voice quizzes. We have only ever used the reading quizzes before so you would have to direct the children to the other quizzes if you want your class to access them.

The Oxford Owl website has many of the books that are on AR so ensure your children have the class login to access the ebooks. You will need to tell the children which colour to look on, once they have read the book they can do the quiz related.

	username	password
Year 3 class login	sjby3	sjby3
Year 4 class login	sjby4	sjby4
Year 5 class login	sjby5	sjby5
Year 6 class login	sjby6	sjby6

When the children read books that are not on AR book finder they can do a book review or similar to show they have read it.

Resources/ websites
www.renaissance.co.uk
www.arbookfinder.co.uk
www.oxfordowl.co.uk
Renaissance email: support@renlearn.co.uk
Live chat available on Renaissance website for support
social media

@RenLearnUK   @AccReader   /RenLearnUK   /AccReader

#RenaissanceSpace

Google meet code of conduct

These codes **MUST** be followed so that all pupils and adults can have a safe and fun experience.

1) Set up your laptop or tablet in a suitable place before you join a meeting (ensure your back is against a wall so no one can walk behind you; there are no inappropriate things in the background and make sure that you are comfortable).

2) Wear appropriate clothes; everyone in the meeting will be able to see you.

3) Put yourself on mute when you join - this is so that there are not lots of voices speaking at once - then the teacher will call on you to un-mute if needed.

4) When you are asked to un-mute, ensure that there are no inappropriate sounds in the background first, i.e. language, music, TV programs.

5) If you use the typed chat function during a meeting you must be kind, sensible and proper.

Appendix B – Remote learning mark Sheet

Remote Learners Mark Sheet
W/C _____

Name	Monday			Tuesday			Wednesday			Thursday			Friday			Google Meet	
	Maths	English	Other	Maths	English	Other	Maths	English	Other	Maths	English	Other	Maths	English	Other	1	2