



St. Mary's C of E Primary Academy
COLLABORATIVE LEARNING TRUST



Remote learning protocols and guidance



COVID-19 CONTINGENCY PLAN – REMOTE LEARNING

Government guidance clearly states that schools are expected to:

- A. Provide immediate access to high quality remote learning for individuals or groups who are self-isolating.

- B. Produce a plan to deliver high quality remote learning to large numbers of students should they be required to remain at home due to local or national restrictions, or the collapse of a Year Group Bubble

The Senior Leadership team has worked on devising most effective way to provide high quality remote learning to students, whilst taking into consideration the impact on staff workload. We aim to provide access to remote learning within 24 hours from the start of the self- isolation / start of national restrictions.

A: Immediate access to high quality remote learning for individuals or groups who are self-isolating

All St. Mary's Primary Academy teachers are expected to:

Plan all lessons from the outset with a consideration that tasks and activities may need to be accessed remotely and easily understood by students working at home.

Set lesson tasks on the class pages on the website and/or directly by email to parents so those working from home can easily access instructions and be directed to relevant resources.

Set lesson on the day the lesson is taking place in school, or as soon as reasonably possible after that, so that students can follow their usual timetable.

Ensure the instructions are clear for all students –it needs to be clear to the student what they need to know / do without the teacher standing in front of them

Ensure students understand where the lesson fits into the sequence of learning, using the usual WALT approach to help students understand the crucial learning in each lesson. .

Be mindful that those learning at home need to keep up with those learning in class. Students should be clear on what work needs to be completed and what needs to be handed in/ submitted by email to the teacher.

Consider directing students to appropriate additional resources to help embed or extend learning of key concepts e.g. the high-quality resources available from the Oak National Academy, White Rose maths website, Literacy Shed etc. These resources should be carefully selected to link with the planned curriculum (not as a random fill)

Be explicit about what work will be assessed and how feedback will be provided. This should be in line with what the rest of the class will be doing and in line with the current lighter touch St Mary's Academy trial of feedback and marking.

B: Delivering high quality remote learning to large numbers due to local or national restrictions or the collapse of a Year Group Bubble

In creating this plan, the school is aware that at this moment in time not all families benefit from having either suitable hardware for children to work on or a live internet connection within their home. Until the school is in a position to loan out kit to families to overcome this obstacle, hard copies of work being set will be provided.

Teachers will present a daily morning Zoom session in which a check on attendance will be made and key learning points from that day's work will be presented. Any children not present at the Zoom will be contacted by the teacher and/or main office.

Activities for children to work on will then be posted on their class' page on the school website, with appropriate links to high quality resources and demonstrations posted with them. In time this will be done via the school Learning Platform but this is currently not in place.

Children's will be asked to send completed work to the teachers email address, key elements of which will then be marked, feedback provided and work returned via email for further editing and development.

In order to manage workload and work-life balance, teachers will respond to emails, and feedback on work between the hours of 9:00am and 5:00pm, Monday to Friday.

All St Mary's Primary Academy teachers will be expected to:

Follow the same principles of well-planned remote learning, listed above in relation to Self-isolating students.

Consider the delivery of the curriculum carefully – take the opportunity to adjust if necessary to take into account the pace of learning.

Offer daily 'live' contact with their class each day to cover key learning points, and provide a further catch up Zoom later that day if required.

Ensure work is differentiated as it would be in class – make the learning accessible to all abilities, with particular consideration given to SEND students

These same expectations will be in place if a full Year Group Bubble must self-isolate.



COVID-19 CONTINGENCY PLAN – REMOTE LEARNING Guidelines for 'live' interactive sessions

The government requires schools to provide remote learning opportunities for children who are self-isolating because of COVID-19.

When individuals or small groups of children are self-isolating the learning tasks will be set online, but it will not be possible to offer 'live' interactive sessions. However, when the full class bubble is collapsed the learning set online will, whenever possible, be enhanced by the provision of live interactive sessions. These sessions will:

- take place daily, within normal school hours at a time determined by the class teacher (after a degree of consultation with the families involved)
- provide an opportunity for the teacher to enhance the learning e.g. by explaining / demonstrating new or difficult key concepts, giving feedback on previous learning, questioning to check and develop understanding
- provide an opportunity for the teacher to maintain a 'connection' with members of their class and monitor well-being as well as learning
- last for a maximum of 30 minutes

During the live sessions children will be expected to:

- 'attend' each session remotely and keep up with the work set. The only exception is if the student is unwell, in which case parents will be expected to report the illness and absence to school in the usual way.
- be appropriately dressed for 'work' (not uniform BUT not night wear etc)
- have equipment ready in order to carry out the tasks set
- behave appropriately and respond appropriately to the teacher
- work on the tasks set on the website at other times

Parents will be expected, wherever possible, to:

- provide an appropriate email address and upload necessary software
- ensure that their child accesses the live interactive session
- alert school as early as possible if there are any access issues e.g. linked to hardware, software or WiFi
- provide an environment for their child that is conducive to being able to focus on the session
- provide an appropriate level of supervision for their child:
 - Reception to Year 3: Adult supervision throughout the whole session to support their child's engagement in the session.
 - Year 4: Adult supervision to ensure their child has logged on and is able to access the session, then monitor engagement throughout

- Years 5 and 6: Adult supervision where needed, but not essential when their child is able to be more independent.
- avoid being heard or seen throughout the session

Teachers will be expected to:

- Have a clear plan of what they will be delivering in order to make best use of the live session
- Have the same behaviour and engagement expectations of children as they have in a classroom, following up inappropriate behaviour in the usual way
- Log the attendance of pupils at each session and follow up any absence, initially with parents but referring to school office / senior leaders if ongoing issue
- Be appropriately dressed for the session
- Ensure the environment is appropriate and that there is nothing in the background or nearby which could be deemed inappropriate or distracting
- Never carry out one to one sessions with children on their own- for any extra support sessions ensure attendance by a number of children or with either another member of staff present or the child's parent who must remain in the session throughout.
- Maintain the same child protection and safeguarding protocols that apply in the normal school environment

Teachers, as critical workers, will be able to make use of key worker provision at their child's nursery or school so that they are available to work in this way if greater restrictions apply. Clearly, however, there may be times when the regular teacher may not be available to deliver a live, interactive input (for example they are ill or they have to look after a very small child who cannot attend childcare provision because they are ill or self-isolating). In this case high quality work will continue to be set and every effort will be made to continue to offer live, interactive input e.g. by using Teaching Assistants or merging groups.