

St Joseph's Catholic Primary School, Oxford

Approved by:	Full Governing Body	Date: 28/4/2020
Signature:		
Based on:	Developed in school	
Last reviewed on:	Amended and updated on 30/9/2020	
Next review due by:	Summer 2021 or earlier if necessary	

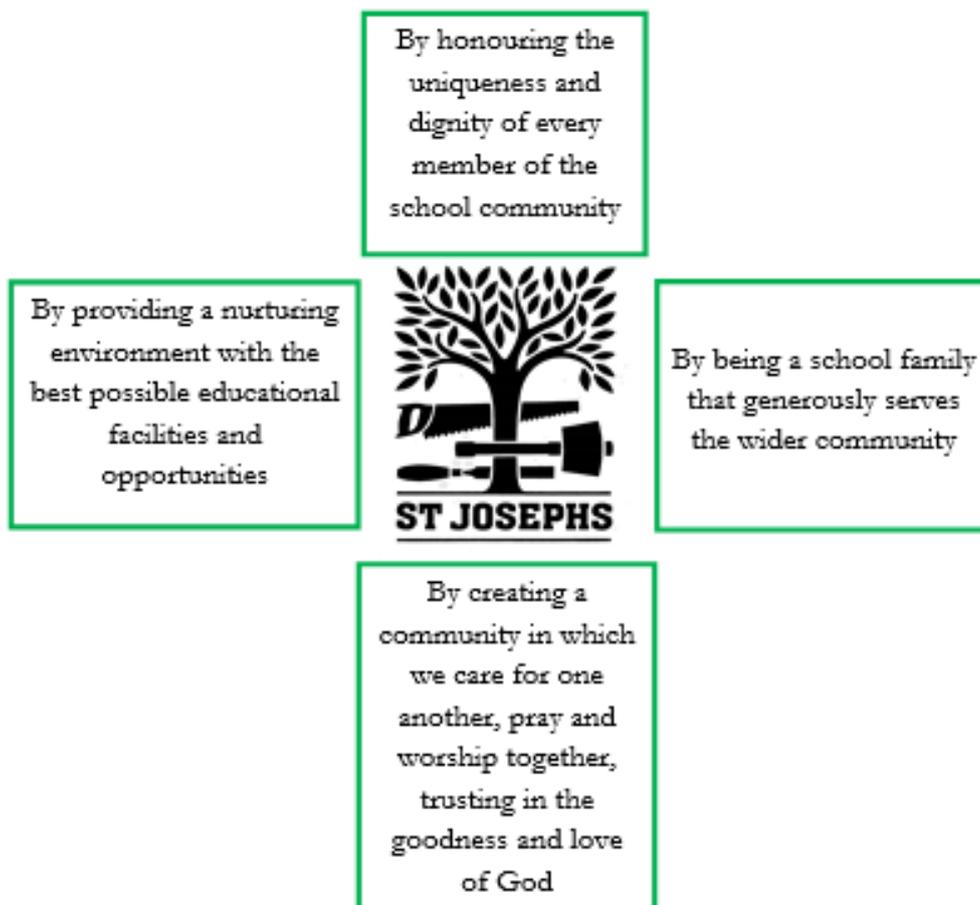


Remote and Blended Learning Policy

Our Mission Statement

*“Let us protect with love all that God has given us”
(Pope Francis 19.03.2013)*

At St Joseph's we are committed to educating and caring for children in the light of the Catholic Faith in Jesus Christ.



With God as the centre of our school community and St Joseph as our example and protector, we will strive to use the tools, our talents, that we have been given to grow in the way of Jesus by loving, caring and doing our best.

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1. Aims

This remote and blended learning policy for staff aims to:

- Ensure consistency in the school's approach to remote and blended learning (when individual or a group of children, but not the whole class, are isolating as per Government guidance)
- Set out expectations for all members of the school community with regards to remote learning during the coronavirus pandemic
- Provide guidance on when and how home learning will be provided in the event of a child self-isolating or a local or national lockdown.

2. Roles and responsibilities

The school has chosen to use Tapestry for EYFS and Seesaw for KS1 and KS2 to support with home learning when necessitated to do so. It may also use Microsoft Teams where this is deemed appropriate.

2.1 Teachers

- **Teachers are responsible for attending school as required and in line with health and safety arrangements.**

Arrangements if the whole class or year groups is self-isolating, and the teacher is well enough to do so:

- **Providing home-learning**

- The teacher will set work for their classes and/or the children that they teach.
- A minimum of 3 activities will be set each day.
- In KS1 and KS2 there will be one English and one Maths activity set. In Early Years and Year1 there will be an emphasis on phonics and there will be a phonics activity each day.
- EYFS will use Tapestry to set daily activities including aspects of the Early Years Framework.
- Other non-core subject activities will be covered and will provide a good balance of subjects over time.
- All content will be monitored carefully and all non-school based resources will be checked by teachers before they are uploaded. Content uploaded to Seesaw will be appropriate.
- Teachers will co-ordinate with their parallel class teachers and Key-stage coordinators, as appropriate, to ensure consistency across the year/department and to make sure activities are such that pupils with limited access to devices can still complete the work.
- Teachers should liaise with the SENDCO in supporting SEND pupils.
- Work should be uploaded onto to Seesaw so that it is available by 9am on each school day.
- If a teacher is unwell, the teacher in the parallel class will assume responsibility for uploading work to the learning platform (providing their class is also undertaking home-learning).

- **Providing feedback on work**

- Completed work will be acknowledged by the teacher.
- Short developmental feedback will be given in a timely manner ie within 1-2 school days.
- If a teacher is unwell, the teacher in the parallel class will assume responsibility for providing feedback (providing their class is also undertaking home-learning). This will not be as detailed as usual due to the amount of work the teacher will be looking at.

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- **Keeping in touch with pupils and parents**

- E-mails to and from parents should go through the school office and should only be sent out during normal school working hours.
- E-mails from parents should be answered within 1-2 school days.
- Complaints from parents should be dealt with in accordance with normal procedures. Teachers should seek advice from Key Stage coordinators and/or the Headteacher/Deputy Head
- Any safeguarding concerns should be logged onto CPOMS and discussed with a DSL.
- Phone calls made from personal phones and devices should be prefixed with 141 to withhold the number. Calls should be made from school where possible.
- Parents of pupils who are not engaging with Seesaw or Tapestry should be contacted regularly so that they can be given support.

- **Attending virtual meetings and uploading video teaching content and lessons**

- Dress code – normal school attire
- Locations – there should be nothing inappropriate in the background and it should be plain where possible. There should be minimal background noises.

Arrangements if an individual is self-isolating, and is well enough to complete school work (blended learning):

- It is recognised that teachers will be teaching the rest of the class full-time and will not be able to provide the level of home learning support as detailed above.
- The child's class teacher will set work for the child who is not in school. This will be in the form of a checklist of appropriate activities that are relevant to the work covered in school. The list will cover a variety of English, Maths and topic-based activities.
- It is recognised that it will not be possible to replicate the learning that would have taken place in school, but teachers will endeavour to ensure that work is relevant and appropriate to the child's ability,
- The work will be posted onto the child's Seesaw account and will be available within 1 day of receiving information that a child is self-isolating.
- EYFS will use Tapestry to set some daily activities including aspects of the Early Years Framework working to the same principle that tasks will be as relevant and appropriate as possible whilst recognising that learning in school cannot be replicated.

2.2 Teaching assistants

Teaching assistants should be available between their normal working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. If teaching assistants have to self-isolate or are required not to work in school for whatever reason, they should discuss with their line manager how they can support the school's work from home.

This may include:

- Completing training opportunities and activities as directed by SLT
- Keeping a record of training completed which will be collected and collated by SLT
- Preparing learning/support materials as directed by SLT
- Attending virtual meetings as required during normal working hours

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2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead

If there are individuals or groups of children who are not in school due to self-isolation or local lockdowns, the DSL and deputy DSLs are responsible for:

- Ensuring continuity of monitoring for vulnerable pupils.
- Ensuring that vulnerable families, as identified by the DSLs, are contacted regularly.
- Providing assistance to social care for any children on Child Protection (CP) or Child in Need (CIN) as required.
- Attending virtual meetings as required.

2.5 Pupils and parents

Staff can expect parents to:

- Seek help from the school if they need it
- Be respectful when making any comments or concerns known to staff.
- Alert the teacher if there are problems with their child completing the work.
- Follow the principles as outlined in the parents/carers code of conduct.
- Ensure that children are following our e-safety code of conduct when using and uploading to our learning platforms.

Staff can expect pupils to:

- complete work to the best of their ability.
- respond to teachers in a respectful and appropriate way.

2.6 Governing Body

The Governing Body is responsible for:

- Monitoring the school's approach to providing remote learning
- Monitoring the impact of the remote learning policy

3. Monitoring arrangements

This policy will be reviewed annually by the Deputy Headteacher. At every review, it will be approved by Curriculum and Pupils Committee of the Governing Body.

4. Links with other policies

This policy is linked to our:

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- Behaviour policy
- Safeguarding Policy and coronavirus addendum
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy