





Mission Statement


'A Caring Christian Family Where We Grow Together'

REMOTE LEARNING (COVID 19) PROCEDURE

Effective Date: 30/09/2020

Review Date: September 2022

Review Date	Signed Head Teacher	Signed Director RCSAT
September 2021		

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	14/10/2020
Signed:	Director RCSAT
Signed: 	Executive Headteacher RCSAT



“Every child has the right to an education. Primary Education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries to achieve this.”

Article 28 Rights Respecting Schools

1. Introduction

- 1.1. It is almost inevitable that, at some time during the Coronavirus pandemic, a school will have to instigate remote learning for some or all of the pupils.
- 1.2. Schools are legally required to establish a system for remote learning to be in place and ready to operate from 30th September 2020.
- 1.3. This procedure has been written to outline RCSATs intention to support Teaching and Learning during the Covid-19 pandemic. Remote Learning will be initiated under the following circumstances, when a pupil or pupils cannot attend school because of:
 - 1.3.1. A Level 1 absence if a pupil is:
 - 1.3.1.1. Ill, but is well enough to learn;
 - 1.3.1.2. Self-isolating, if they have been directed to do so by NHS Track and Trace
 - 1.3.1.3. Self-isolating for a government-advised quarantine after a foreign holiday.
 - 1.3.2. A Level 2 absence if a pupil is at home because of:
 - 1.3.2.1. The closure of a class bubble
 - 1.3.2.2. A full school closure – full remote learning will be activated for the school.

2. Rights to Learning

- 2.1. It is the right of all pupils and members of the school community to have access to high quality learning, experienced through high quality teaching.
- 2.2. In developing these plans the DfE stated that, in September 2020, it expects schools to:
 - 2.2.1. Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations;
 - 2.2.2. Give access to high quality remote education resources;
 - 2.2.3. Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use;
 - 2.2.4. Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
 - 2.2.5. Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support. Schools are expected to work with families to deliver a broad and ambitious curriculum.
- 2.3. The challenge is to ensure pupils are still able to access work at home whilst school is closed.
- 2.4. At RCSAT, staff shall sequence learning into chunks which are planned carefully through a mixture of face to face, online and home tasks.
- 2.5. Work shall be regularly revisited and retrieved to ensure that it ‘sticks’ in the long-term memory and is transferable to different concepts and ideas and supports new learning.

3. Shared Responsibility

- 3.1. With this right to learning comes a shared responsibility. RCSAT schools are:
 - 3.1.1. **Stronger together** – *working together towards a common goal, providing distance learning as best we can whilst school is closed;*
 - 3.1.2. **Linked together** – *between staff, pupils, parents and the community via on-line platforms, our web-site, Padlet and emails; and*



3.1.3. **Caring together** – *being open, respectful and showing kindness and extending this throughout our community* ^[E]_[SEP]

3.2. RCSAT schools shall aim to provide an inclusive curriculum that ensures every individual has high expectations of themselves and others.

4. Aims for Remote Learning

4.1. RCSAT schools shall intend:

- 4.1.1. To provide a link between home and school so that pupils and parents can share information, work and ask questions when needed;
- 4.1.2. To support all stakeholders during the pandemic and uphold our open-door policy remotely;
- 4.1.3. To signpost health and well-being resources and guidance to look after peoples' mental health and well-being;
- 4.1.4. To provide an on-line education using Google Classrooms as the main resource; pupils shall be set work by their class teacher planned from the National Curriculum;
- 4.1.5. To provide daily face-to-face contact for the teaching of Maths and English;
- 4.1.6. To provide alternative work for families not on-line or with limited access (or no access) to IT devices;
- 4.1.7. encourage diversity whilst social distancing by offering advice and suggestions, e.g. daily exercise;
- 4.1.8. To provide feedback on work completed through Google Classrooms.

5. Implementation

5.1. Remote Learning due to Level 1 Absence. This shall take place when a pupil is absent from school due to illness, self-isolation or government advised quarantine after foreign travel. Pupils who are not well enough to do so shall not be expected to undertake remote learning.

5.1.1. Level 1 remote learning resources shall include:

- 5.1.1.1. Athletics;
- 5.1.1.2. TT Rockstars;
- 5.1.1.3. Daily reading;
- 5.1.1.4. Use of homework on website classpages;
- 5.1.1.5. Use of year group maths and English resources on Covid 19 Tab.

5.1.2. Any work completed during a Level 1 absence shall be in the pupil's yellow homework journal.

5.2. Remote Learning due to Level 2 Absence. This shall take place when there is a partial closure, i.e. a class is closed or a full school closure.

- 5.2.1. Staff plan shall work for pupils by adapting school's current curriculum.
- 5.2.2. Work shall be in line with the National Curriculum but may need adapting to make it accessible remotely.
- 5.2.3. Schools acknowledge that not all work will be completed at home, as consideration needs to be given to health and well-being and other family commitments.
- 5.2.4. Staff shall prioritise work to ensure pupils have access to a range of work, but especially ensuring that basic skills. Are maintained.
- 5.2.5. Staff shall encourage reading daily and younger pupils shall be persuaded to complete phonic lessons via Ruth Miskin and to read the RML books free via Oxford Owl.

6. Interaction, Assessment and Feedback

- 6.1. "Google Classrooms" has been adopted by RCSAT as an online tool to allow interaction, assessment and feedback between pupil and teacher in the event of a full or partial closure.
- 6.2. "Google Classroom" is a free Google App that aims to simplify creating, distributing and assessing learning in a paperless way. Teachers can use Google Classroom to send announcements to entire classes, share resources, lesson notes, PowerPoints, diagrams, and home learning. Pupils can use it to access work covered in class in school, at home or on the go and complete remote learning. Parents can use some of the features of Google Classroom to help engage with and support pupils in their home learning. It is a free resource that can be accessed from any device connected to the internet - laptops,



desktop computers, chromebooks, tablets or mobile phones.

6.3. In the event of level 2 Remote Learning being initiated, work shall be shared with all pupils via Google Classrooms for Maths and English. This will take the form of:

- 6.3.1. Daily virtual face-to-face teaching time for Maths and English (including phonics) using Google Meet;
- 6.3.2. Daily work set for pupils to complete online which will be assessed and individual feedback and support provided for all learners.
- 6.3.3. Although many safety features have been enabled by our administrators, it is still the responsibility of parents to monitor what their children are accessing online at home. Staff shall continue to teach pupils the importance of being responsible digital citizens and accessing age appropriate material and parents are expected to support this approach at home with their children.
- 6.3.4. The daily schedule for Google Meet sessions shall be:

Class	Time of daily face to face session 1	Time of daily face to face session 2
Reception	9.00 – 9.30	12.30 – 1.00
Year 1	9.30 - 10.00	1.00 – 1.30
Year 2	10.00 – 10.30	1.30 – 2.00
Year 3	10.30 – 11.00	12.00 – 12.30
Year 4	11.00 – 11.30	2.00 – 2.30
Year 5	9.30 – 10.00	1.00 – 1.30
Year 6	9.00 – 9.30	12.30 – 1.00

7. Learning Resources

- 7.1. Alongside “Google Classrooms”, pupils shall also be provided with further work during Level 2 Remote Learning:
 - 7.1.1. A weekly work plan shall be published outlining learning for all subjects for that week (Appendix A).
 - 7.1.2. Instructions for accessing the daily Maths and English online face -to-face teaching as well as follow up work on Google Classrooms.
 - 7.1.3. Spelling and Topic work on the current teaching theme.
 - 7.1.4. A strong feature of the work shall be around mental health and wellbeing, including resources.
 - 7.1.5. Staff shall upload the weekly work plans to their class closure page under the Covid 19 school closure tab until the end of the closure period.
 - 7.1.6. To ensure that RCSAT is inclusive to all pupils and their circumstances, there shall be a mix of online and paper-based learning for families to access.

8. Optimum Learning Environment

- 8.1. Whilst being advised to ‘stay home’ the optimum learning environment should be adopted:
 - 8.1.1. Where possible, pupils shall be encouraged to work for chunks of time appropriate to age.
 - 8.1.2. There should be opportunities to take breaks and do other activities throughout the day.
 - 8.1.3. Where possible, pupils should work in a quiet place in the house free from loud music and interruptions.
 - 8.1.4. When working at a screen, it is best to sit at a table, if possible.

9. Training

- 9.1. Training shall be provided for staff and pupils in using “Google Classrooms”.
- 9.2. Handouts and guides shall also be available for parents.



10. Celebrating Success

- 10.1. Just as is done in school, it is important that success is celebrated.
- 10.2. Teachers shall feedback to pupils on "Google Classrooms".
- 10.3. Sharing of on-line work and **other learning** as defined in this procedure shall be encouraged.
- 10.4. The school web-site and newsletter shall showcase all the excellent work being completed, including other learning. There is now a dedicated page in *Covid 19/Remote learning* on our webpage.
- 10.5. Principal's Awards shall be sent each Friday by email for remote learning achievements and celebrated in the weekly newsletter.

11. Information for specific year groups

11.1. EYFS.

- 11.1.1. Pupils in EYFS need regular small chunks of 'formal' learning time. This is when parents would ask them to sit and complete a task.
- 11.1.2. Teachers will set interactive tasks that do not require long periods of time working on-line.
- 11.1.3. Ruth Miskin phonics details will be sent to parents so that pupils are encouraged to complete a daily on-line phonics lesson.
- 11.1.4. Learning through play is vital at this age so encouraging Art, exploring nature, dressing up, using Lego, reading, counting money, looking for shapes, board games, jigsaws; the list is endless.
- 11.1.5. Websites: <https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>
<https://www.oxfordowl.co.uk/>

11.2. Year 1.

- 11.2.1. Pupils are encouraged to access Ruth Miskin lessons on-line and concentrate on Set 2 and 3 sounds.
- 11.2.2. Pupils will be set daily work at home and encouraged to do this at their own pace.
- 11.2.3. Pupils should continue to read daily.
- 11.2.4. Learning through play is still important and pupils will be encouraged to allow time for extra activities throughout the day.
- 11.2.5. Websites: <https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>
<https://www.oxfordowl.co.uk/>

11.3. Years 2, 3, 4

- 11.3.1. Pupils in Year 2 and 3 should complete on-line learning, again at their own pace ensuring there are regular breaks.
- 11.3.2. Allow daily time for reading and encourage writing at every opportunity!
- 11.3.3. Practising times tables and developing quick recall will help them in all Maths as they move through the school.
- 11.3.4. Learning through other activities, other than on-line, is just as important.

11.4. Years 5, 6

- 11.4.1. By this age, pupils should be able to sustain concentration for longer. They would be able to complete many of the on-line tasks independently.
- 11.4.2. They should be able to, with some support, organise their own learning. Again, daily reading is important and encouraging writing.
- 11.4.3. Most pupils should be able to recall their times tables quickly but it is still important to maintain fast recall.
- 11.4.4. At this age, pupils may be more anxious about the current situation and should be given time to talk through concerns and given activities to maintain good mental health.

