

MARKETHILL PRIMARY SCHOOL



Tomorrow's Success Begins Today... 

Remote Learning Policy

February 2021

RATIONALE

Covid-19 has impacted on all aspects of school life. This Remote Learning Policy has been created in response to the Covid-19 pandemic and adheres to guidance from the Department of Education (DE), including direction relating to effective practice in remote learning. This policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are unable to attend school due to Covid-19 related issues or if a school closure takes place.
- Make clear the expectations for all members of the school community with regards to remote learning.

REMOTE LEARNING

Markethill Primary School will provide remote learning in the form of online activities and/or paper booklets for pupils who cannot attend school due to the reasons provided above or if DENI announce a school closure. The online platforms of Seesaw (P1 – P4) and Google Classroom (P4/5 – P7) will be used for the purposes of remote learning. Teachers have made their pupils and parents aware of good and safe practice when using such platforms and when engaging in live class sessions during a period of school closure.

Staff will ensure that the needs of all pupils are catered for during remote learning. Google Classroom and Seesaw will allow staff to maintain daily contact and provide a two-way platform for learning and teaching in a professional and confidential manner, with each pupil in their class. Staff can contact parents via email, video calls or phone calls to ensure contact is maintained during remote learning.

Markethill Primary School realises that remote learning will affect families in different ways. Our planning and expectations will allow for flexibility due to parents working from home which may limit access to technology; limited technology available within families due to more than one child requiring access to this; technology not always functioning as it should, possibly due to poor Wi-Fi connection; and, teachers managing remote learning alongside home-schooling their own children. An understanding of, and willingness to adapt to these difficulties is essential for success.

ROLES AND RESPONSIBILITIES

TEACHING STAFF

Pupil unable to attend school

Children who are absent for 1 – 2 days can complete homework activities set by the class teacher. If absent for longer, the class teacher will provide work using Google Classroom or Seesaw platforms. Activities will be uploaded to these platforms, providing the opportunity to maintain contact between home and school. Staff will assign one literacy and one numeracy activity per day, along with homework activities (reading, spellings, tables, linguistic phonics activities). Activities relating to other curriculum areas will also be provided e.g. RE, WAU, PDMU etc. Staff will provide workbooks, if required, and these can be collected from the front office. The person collecting booklets should not be self-isolating or have received a positive Covid-19 test result. All persons should wear a face mask when entering the school grounds.

Class group or bubble unable to attend school

Staff will provide online activities for the duration of the absence which will include a daily literacy and numeracy activity as well as WAU and additional activities e.g. RE, PE, art, music PDMU. The procedure for class isolation will be similar to that followed during a school closure.

School Closure

- Remote learning differentiated work will be provided to all pupils to ensure the needs of all children are being addressed. Staff will continue to work through their planners and ensure that there is a balance of teacher-led, independent and collaborative learning as well as online and offline learning.
- Staff will be available between 9.00am and 3.30pm. Staff will upload to Google Classroom or Seesaw a weekly timetable detailing activities to be completed each day. Teaching and learning resources will be shared via Google Classroom (P4/5 – P7) or Seesaw (P1 – P4). Daily learning will include a literacy and numeracy lesson and an activity linked to another area of the curriculum e.g. World Around Us / PDMU etc. Reading and spellings will continue as normal. Daily activity booklets e.g. spelling, grammar, mental maths, normally completed in school, will be sent home for the period of remote learning with the expectation that they will continue to be completed.
- A mixture of live teaching sessions and uploaded teaching videos will be provided. The recorded videos which demonstrate learning can be accessed at any time by parents. Live lessons / class sessions will be conducted in a safe and professional manner. Parents and pupils will be informed of the correct protocols when accessing these to ensure the safe use of online resources.
- Pupil well-being will be addressed and a Google Wellbeing Classroom set up for this purpose.
- Contact will be maintained with pupils through Google Classroom / Seesaw platforms, live class sessions, teaching videos and phone calls.
- Staff will monitor and track progress and levels of participation in learning and make contact and support children who lack engagement. Support will be provided to ensure learning is accessible, clear and straightforward with additional guidance for parents provided where necessary. If parents have difficulties accessing devices, the school will offer support in relation to this.
- Staff will reply to messages, set work and provide feedback on learning/activities through email, response online, telephone calls, marking. Work may be submitted on Google Classroom / Seesaw or returned to the school.
- Staff should inform the Principal if unwell and where possible request cover by another staff member for sharing of activities and keeping in touch with parents.

NON-TEACHING STAFF

- When assisting with remote learning during a school closure, classroom assistants will be required to provide supervision in school on a rota basis. On the days not in school, classroom assistants must be available during their normal working hours. Classroom Assistants must join in live class sessions on the days they are not in school.
- During a period of class isolation, classroom assistants must be available during their normal working hours and attend live class sessions.
- Non-teaching staff will support class teachers in preparation of support packs/activities. Where necessary, non-teaching staff may support individual/small groups of pupils by providing tailored activities which can either be used in school or when learning at home. They can monitor remote learning and provide feedback as directed by the teacher.
- Classroom assistants who have a designated SEN child will support these children by making weekly telephone calls and provide support in the form of resources under the direction of the teacher. A record should be maintained of all contact with parents and shared with the class teacher and SENCo. Classroom Assistants assigned to a child may attend a virtual parent meeting alongside the teacher.
- If unwell, non-teaching staff should inform the Principal and the normal absence procedures will be followed.

TEACHING AND NON-TEACHING STAFF - SELF-ISOLATING

Staff are required to self-isolate if they show any of the symptoms associated with Covid-19: a new, continuous cough, or a high temperature / fever, or anosmia - a loss of or a change in the normal sense of smell or taste; been contacted by Track and Trace or have been told to shield and/or have received a letter to confirm this.

If a member of staff is required to self-isolate:

- They should follow normal reporting procedure for planned absence.
- Share the Covid-19 test result with school so that appropriate plans can be made.
- If able to do so, staff will be expected to provide work for their class / class teacher if unable to attend due to isolating.
- Administration staff will be required to carry out work from home.

CURRICULUM CO-ORDINATORS

Alongside their teaching responsibilities, curriculum co-ordinators should:

- Consider whether any aspects of their area should be amended to accommodate remote learning.
- Assist teachers during remote learning e.g. advising on suitable resources, approaches, activities.
- Share with teachers suitable resources, online links that relate to their curriculum area.
- Monitor the quality and delivery of remote education.

SENCO

The SENCo will:

- Ensure that children with EPs are able to access home learning as appropriate to their need.
- Oversee the remote learning provided by the teachers for individual children and direct classroom assistants on how to support their assigned child learning at home.
- Maintain contact with classroom assistants in relation to their weekly telephone calls with the parents of their designated child/children.
- Continue to submit relevant documentation to the EA e.g. Annual Reviews.

DESIGNATED TEACHER (DT) FOR CHILD PROTECTION

The Designated Teacher is responsible for Safeguarding as laid out in the Child Protection Policy and its Addendum linked to the COVID-19 Pandemic.

- Child Protection arrangements will remain the same when working with key worker / vulnerable children in school during 'supervised learning'.
- If a full disclosure is made, a situation arises or something is said of a pastoral care nature which is concerning, staff must pass this on to the DT or a member of the Child Protection team. The same applies if anything of a concerning nature arises during remote learning.
- Staff will communicate with children who are not engaging in remote learning and inform the DT and Principal of any concerns.

THE PRINCIPAL

The Principal will:

- Oversee the Remote Learning programme alongside the Vice-Principal and curriculum co-ordinators, who will monitor the quality and delivery of remote education.
- Carry out self-evaluation of remote learning.
- Lead weekly online staff meetings to engage with staff and monitor pupil participation.
- Meet with Classroom Assistants to monitor their input into supporting designated child / children.

- Monitor the online platforms: Seesaw and Google Classroom.
- Support staff during the period of remote learning.
- Provide updates to the Board of Governors regarding the provision of remote learning.

PUPILS

Staff can expect pupils who are learning remotely to:

- Adhere to all guidelines as directed by staff.
- Endeavour to keep up-to-date with daily teaching and learning, either in-school or using Google Classroom/Seesaw.
- Submit the completed work as required.
- Discuss with their parents when there are issues relating to the work set or remote learning in general.
- Help their wellbeing by taking regular breaks, getting fresh air, exercising and maintaining a reasonable balance between online engagement and offline activities.
- Read daily, either independently or with an adult.

PARENTS

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Ensure their child engages with Google Classroom/Seesaw activities, set by their teacher.
- Ensure work is completed on time and submitted as required.
- Seek help from the school or if they have concerns about their child's ability or motivation to complete the work.
- Not share any information from Seesaw / Google Classroom on social media or any other forum outside of these online platforms.
- Contact their class teacher through the Google Classroom or Seesaw platform, email or phone if they require support of any kind.

BOARD OF GOVERNORS

The Governors of Markethill Primary School are responsible for:

- Monitoring the school's approach to providing high quality remote learning and teaching.
- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

LINKS WITH OTHER POLICIES

This policy links with the following policies:

- Online Safety
- ICT and Acceptable Use Policy
- Safeguarding
- Positive Behaviour Management
- Data Protection
- Code of Code
- Curriculum Policies

MONITORING AND EVALUATION

The Governors, Principal, Vice-Principal and Senior Leadership Team will monitor and evaluate the delivery and effectiveness of the Remote Learning Policy. The policy will be reviewed in June 2021.