

ST BRIDGET'S C of E PRIMARY SCHOOL

Online Learning Policy



‘Love your neighbour as yourself.’ Luke 10:27

Approved by: Governors

Date: September 2020

Last reviewed on: September 2023

Next review due by: September 2024

CRC Links

Article 28 (Right to Education): Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

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RATIONALE

At St. Bridget's, we have designed a series of online learning protocols to enact in the event of children needing to be educated remotely.

These have been designed, applied and reviewed during the period of national lockdown that commenced in March 2020.

Upon the commencement of the 2020/2021 academic year, these protocols have been put in place to support remote learning across a variety of possible scenarios. They have been designed to provide learning opportunities and the appropriate support to experience them, as well as a practical and efficient means for teachers to engage with their pupils.

CURRENT GOVERNMENT GUIDANCE (DfE)

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote

education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- 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
- give access to high quality remote education resources
- 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
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Taken from:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-remote-education>

OUR APPROACH

St. Bridget's has invested time and resources into developing the use of two online learning platforms across the school.

These learning platforms are easily accessible online and provide a secure, efficient means of regular communication between staff and pupils, regardless of where they are accessing the platform.

EYFS and Key Stage 1 use 'Tapestry' to communicate regularly with parents and pupils. During 'normal' school operation, the platform serves primarily as a means of regular communication between home and school.

Key Stage 2 use 'Google Classroom' to set weekly homework for pupils as part of usual school practise. General communications for a year group may also be shared on this platform.

In the event of a class being unable to attend school, such as when a child/staff member has a confirmed case of COVID-19 and a period of self-isolation needs to occur, these platforms will then be used as a means of setting daily work and communication during school hours.

The regular use of these platforms during standard school operation should facilitate any switch to online learning as both pupils and parents will have a degree of familiarity with them. Indeed, the first few weeks of the new academic year (20/21) have been spent ensuring all children have accessed these platforms.

AIMS

Our aims for online learning are simple. During what is likely to be a difficult time for the local community, our approach to remote learning will be consistent and clear.

- Children will access their online learning through their designated platform (Tapestry/Google Classroom).
- Staff will communicate daily with the class via their platform.
- Learning opportunities will include an English and a Maths activity, as well as other curricular activities.
- Staff will provide support for learning through online videos/presentations/Google Meets as appropriate.
- Children will only be encouraged to engage with learning where they are healthy and able to do so.
- On contracted days, staff will provide daily learning on days where their class must learn remotely. In the event of staff illness, year group partners will endeavour to support remote learning.

REMOTE LEARNING

The decision to transition to remote learning will not be taken lightly and will only be done so upon consulting with relevant local and national guidance.

Confirmed isolation following a COVID-19 test

In the event of a family member testing positive and the child(ren) needing to isolate due to COVID-19 guidelines, parents and carers will need to inform the school office as soon as possible.

The child or children who are self-isolating for this sustained period will be supported in learning via online learning resources and, if required, a pack of resources from school. Online support may include (but is not limited to) links to Oak Academy lessons, BBC Bitesize lesson resources, Maths No Problem resources and existing subscription resources such as Mathletics, Bug-Club and spag.com. Teachers will provide these resources via the online learning platform and create a pack of resources to be collected from the office/be posted home should it be required.

The health and well-being of our school community is paramount and whilst online learning resources will be provided, the health of the children and their families must be prioritised. In such instances, work will not be expected to be submitted for marking and resources will be made available for the whole period of isolation – it is at the parent/carer's discretion how and when the resources are accessed and engaged with.

**If a child is unwell, or awaiting test results due to displaying a symptom, work will be signposted on the learning platform for any children who wish to access and are able to engage with it.*

Confirmed case of COVID-19

In the event of a class needing to isolate due to a confirmed case of COVID-19, parents and carers will be contacted promptly by phone and email.

Remote learning will commence the next school day and will be accessed via the child's online learning platform.

Parents will be able to communicate with school through the usual channels.

Local/National Lockdown that does not require school to open as 'child care'

In the event of a local or national lockdown that requires pupils to learn remotely, communications from the Headteacher will be sent via email and the school website.

Remote learning will commence the next school day and will be accessed via the child's online learning platform.

Parents will be able to communicate with school through the usual channels using the schooloffice@stbridgets.wirral.sch.uk email address for urgent communications if required.

Local/National Lockdown that requires school to open as 'child care' or in a similar role that requires teaching staff to be in school caring for children

In the event of a local or national lockdown that requires pupils to learn remotely, communications from the Headteacher will be sent via email and the school website.

Remote learning will commence the next school day and will be accessed via the child's online learning platform. Please note that although activities will be set and messages sent by class teachers, the manner of such learning opportunities and interactions will not be formalised until the working conditions of the staff has been assessed. This will allow us to ensure staff are deployed as effectively and as safely as possible whilst also helping to provide appropriate remote learning. Any such decisions regarding staff deployment and learning provision will be agreed upon by leadership and the governing body.

Parents will be able to communicate with school through the usual channels using the schooloffice@stbridgets.wirral.sch.uk email address for urgent communications if required.

Other possibilities:

Should a scenario present that is not already mentioned, school leaders and governors will meet to establish appropriate protocols and these will be shared with all stakeholders as soon as possible.

MONITORING/REVIEW STRATEGY

The current protocols have been designed upon reflection of the experiences of the national lockdown that occurred in March 2020.

Senior leaders, teaching staff and school governors met regularly to monitor and review the remote learning provision.

St. Bridget's Online Learning Protocols will be regularly reviewed by leadership against current government guidance.

If and when they are implemented during the academic year 2020/2021, staff will be consulted as to the engagement of the pupils and regular review of the protocols will occur in order to ensure we offer an appropriate remote learning experience.

Staff well-being will be regularly monitored in the event of implementing these protocols to ensure an appropriate work/life balance is being maintained. This will be conducted by senior leaders.

Upon a safe return to school, parents will be consulted about the remote learning provision to help the review process.

SUPPORT FOR STAFF

Staff well-being is paramount in the event of applying our online learning protocols.

All teaching staff have been provided with the necessary resources to facilitate online learning.

All teaching staff have up-to-date GDPR training and are aware of safe internet use in relation to online learning.

Any staff displaying symptoms of COVID-19 will not be expected to provide online learning and where possible, staff within the same year group will help support the learning of the other class.

Staff have been consulted regularly in the creation of these protocols, with their feedback used to shape current practice. Leadership continues to value staff input and will seek regular meetings to ensure our approach is the best it can be.