

## Pupil Remote Learning Policy



We are children of God: we achieve, believe and care.

Ratified on: To be ratified at LGC 30th January 2023

Chair: P Young

Headteacher: Denise Cushlow

To be Reviewed: 2024

**St Joseph's is a happy and caring Catholic school where everyone aspires to reach their true potential with Christ at the heart of all we do.**

In these unprecedented times there may be occasions when pupils are unable to attend school. This may be due to self-isolating, or because lockdown procedures have been put in place which restrict access to attending school. If children are unable to attend school due to the pandemic, we are committed to continuing to educate them remotely, giving pupils access to lessons and learning activities which will be based on our school curriculum, cover a range of subjects, and build on prior learning so that our pupils continue to make progress.

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**Aims:**

- To ensure consistency in the approach to remote learning for all our pupils.
- To ensure that pupils who are unable to attend school remain fully included in the school community.
- To continue to ensure that every child receives the best education the school can provide them.
- Ensure that remote education follows our school curriculum so that the children have continuity and progression in their learning.
- To ensure that pupils receive quality feedback on their learning so they are well placed to make good progress.

**Rationale behind our approach:**

- Discussions with our families have informed us that many children share devices with other family members. Therefore we need to provide learning which can be accessed at any time during the school day, rather than at set times.
- Access to a printer is limited for many of our children.
- The majority of our families already use the Seesaw or Tapestry systems and are familiar with their layout and operations.

## Our approach:

1. We will follow our normal timetable as far as possible, to ensure that the lessons provided cover the breadth and range of our curriculum.
2. Staff will upload a **minimum** of a daily mathematics and English lesson plus a lesson from the foundation curriculum such as History, Geography, Art, MFL or RE.
3. Teachers will share the lessons for each day and follow up learning activities using the Tapestry/Seesaw systems.
4. We will use a mixture of pre-recorded lessons created by our staff, from Oak National Academy and White Rose Maths, in line with DfE Expectations for Remote Learning. Materials will be carefully selected to ensure they match the progression and continuity of our school curriculum and the needs of our children. Our teachers may also set their own follow up learning activities for the children to ensure they meet the needs of the children in their class.
5. Children are welcome to submit completed work to their teacher in any reasonable form. There may be some activities which require completion using a specific medium (e.g. handwriting or art activities)/ Teachers will be active on Tapestry/Seesaw between 9am and 3pm to give feedback, offer support if needed, and help in any way they can. (Teachers will take appropriate breaks)
6. A range of other sources of teaching and learning will be utilised as appropriate including but not limited to: Phonics lessons on YouTube, Lexia, Readwriter, Mathematics Times Tables Rock Stars, Numbots, White Rose Maths, Oak Academy and Twinkl.
7. Work set will not require printing; children will be able to complete an activity on screen or record their work on paper/ exercise book/whiteboard following the instructions/worksheet on screen. Parents may then upload a photograph of their child's completed work.
8. Teachers will ensure that the needs of our SEND pupils are met by providing appropriate lessons and learning activities on an individualised basis where needed.

There is an expectation that pupils will engage in their learning on a **daily** basis. We ask our parents to:

- Support their child in accessing the work set on Tapestry/Seesaw
- Help their child plan the daily learning, ensuring that they have regular breaks, fresh air and exercise throughout the day when possible. Outside playtimes are part of their normal school routine, and regular breaks are important for mental and emotional well-being.
- Upload completed work via Tapestry/Seesaw so that the teachers can give children their feedback.
- Use Seesaw, Tapestry, e-mail or telephone to communicate with teachers about their children's work, request help and keep in touch.

- Let the class teacher know if there is a reason that their child cannot engage in the lessons that day (eg if they are ill).
- Refrain from screenshotting or copying any information, message or posts to share on social media, WhatsApp groups or any other platform, in line with our Codes of Conduct, Acceptable Use agreements and safeguarding policies. Failure to do so may result in the suspension of a child's account.

We ask our children to:

- Have a positive attitude towards learning at home, and engage in the lessons their teachers set for them.
- Take a pride in their work in the same way as they do in school
- Let their adult know if they are struggling with their work, so that they can get the help they need.

This policy will be regularly reviewed as we progress through this period of potential remote learning. Any updates will be communicated with parents.

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# Appendix 1:

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## Appendix 1: Letter to parents

Dear Parent/Carer,

As you may be aware, schools are required to have a remote learning plan in place so that any child who cannot attend school because of COVID-19 does not miss out on their learning.

This letter explains our plans for remote learning for children who have to self-isolate, or where local or national restrictions mean that children need to stay at home.

### **Our remote learning plan**

Our remote learning plan has been made with our pupils and their families in mind. We believe that this strategy will work best for the children at our school.

- We expect children to engage in learning each day.
- We understand that remote learning can be difficult, especially
  - If parents and/or children are ill – we do not expect anyone who is ill to be completing activities. (However, if parents are ill, we will endeavour to provide some independent activities to complete)
  - If parents have to work from home
  - If parents have to care for younger children
  - If there is limited access to computer equipment
- In line with DfE expectations, we will provide a selection of learning resources across different subject areas, including but not limited to, the following:
  - White Rose Maths
  - Oak Academy
  - Twinkl
  - Phonics lessons on YouTube
  - Lexia
  - Readwriter
  - Mathematics Time Tables Rock Stars
  - Numbots
  - Bespoke learning materials created by school staff
  - Recorded videos of teachers explaining key concepts
- Staff will upload new activities each day. All work submitted by children will be checked, commented upon and returned to the child by the end of the following school day.

- › There is no requirement for activities/worksheets to be printed out, nor must they be completed electronically. Photographs of children's written/art work is totally acceptable.

### **What you'll need at home**

If your child does not have any of the above, please let us know as soon as possible so that we can help support you.

- › To access lessons available online, children will need access to a device that can access the internet, such as a laptop, desktop computer, tablet or smartphone. If this represents a difficulty, please contact school.
- › Children will need access to general stationery (pen, pencil, ruler, rubber, paper) and coloured pens/pencils.
- › Older children may need a space where they can work without interruption, younger children may be encouraged to develop good working habits by sitting at a table with an adult nearby.

### **What we expect from your child**

It's important that your child engages with home learning. It is a good idea to draw up and agree to a daily timetable with your child(ren). This helps to establish a routine and good working habits.

If they aren't engaging with the learning, we'll use the following strategies to provide additional support:

- › Phone call home from class teacher
- › Phone call home from Headteacher / Deputy Headteacher
- › Increased feedback

### **What you can do to help**

We appreciate that if this situation arises, it may present some challenges for you. We kindly ask for your support so that we can continue to provide high-quality education for your child during this time.

Younger children in particular may need support in accessing online materials and staying focused with their remote learning. We ask that you help them as much as you can.

At the same time, we don't expect you to watch your child all day, and we wouldn't expect parents/carers to get involved in remote lessons in place of our teachers. But, it would be really helpful if you can take an active role in your child's learning by ensuring they can access the daily tasks set, asking them about their activities and what they've learned.

Our top tips:

- › Try to encourage your child to be ready and dressed for the start of the school day, and to keep to their timetable.
- › Distinguish between weekdays and weekends, and make it clear when the school day is over, to separate home and school life
- › Plan breaks and exercise into the day to help keep your child active

Please keep in touch with us and do let us know if you're having any difficulties with remote learning, or if you have any questions. You can contact Mrs Anderson via [enquiries@wsj.bwcet.com](mailto:enquiries@wsj.bwcet.com) (Please mark 'FAO Mrs Anderson') Thank you for your continued support.

Yours faithfully,

Mrs R Anderson  
Deputy Headteacher

