



**St. Augustine's Catholic Primary
School
Hoddesdon**



**Remote Education Policy
January 2023**

Renewal: January 2024

MISSION STATEMENT

*We come to school to live and learn happily together
by loving ourselves and each other as Jesus teaches us.*

Our Vision:

We aim to provide our children with an education that prepares them for the responsibilities and opportunities that arise throughout life in the 21st Century.

Our active partnership between Home, Parish and the wider community continues to grow with each playing a role in the continual development of our School.

We strive to provide a curriculum that reflects on learning and teaching practice to create a stimulating educational environment that caters for individual needs.

We aim for every person that comes into our school to be touched by our compassionate ethos where the gospel values are seen to be at work.

1. Statement of School Philosophy

St Augustine's has always strived to provide a curriculum that reflects on a learning and teaching practice which creates a stimulating educational environment that caters for all needs. We aim to provide our children with an education that prepares them for the responsibilities and opportunities that arise throughout life in the 21st century. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support.
- Consider continued education for staff and parents (e.g. CPD, Parents Evening and Meet the Teacher).
- Support effective communication between the school and families and support attendance.

3. Who is this policy applicable to?

Remote learning will only be shared with families in the event of another full-scale lockdown.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1, KS2 (Microsoft Teams) as well as for staff CPD and parents' sessions.
- Use of Recorded and Live Video for instructional videos, live lessons and assemblies.
- Phone calls home.
- Printed learning packs, where needed.
- Physical materials such as books.
- Use of BBC Bitesize, Oak Academy, Times Table Rock Stars and Hamilton Trust.

The detailed remote learning planning and resources to deliver this policy can be found at the end as attachments.

- Model Timetable and structure for remote learning (see Appendix 1)
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video.
- Instructions for how to access Microsoft Teams (see Appendix 2 and 3).
- Microsoft Teams, Code of Conduct, Expectations for children (see appendix 4)

5. Home and School Partnership

St Augustine's School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs.

St Augustine's School will provide written instructions and induction for parents on how to use Teams as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Augustine's Primary School would recommend that each 'school day' maintains a structure which works for each individual family.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact teachers promptly, using the homework year group email address (see page 6) and alternative solutions may be available. These will be discussed on a case-by-case basis.

In line with St Augustine School's 'Online Safety Policy' we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet (see Appendix 6).

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home, under the supervision of parents.

6. Roles and responsibilities

Teachers

St Augustine's School will provide a refresher training session and induction for new staff on how to use Microsoft Teams. Written instructions will also be given. Teachers must be available during directed hours and as needed.

When providing remote learning, teachers must be available between 8.45am – 3.30pm.

If they are unable to work for any reason during this time, for example due to sickness, they should report this by phoning the Deputy Head before 7.00am.

Teachers to ensure work is available for their class.

When providing remote learning, teachers are responsible for:

- Setting work when whole bubble is closed:
 - Teachers will set work for the pupils in their classes. This includes those responsible for streamed groups in Year 6.
 - The work set should follow the suggested timetable attached. An additional activity bank, of foundation subjects, should also be provided as extra work.
 - Daily work will be shared in the assignments section of Microsoft Teams.
 - Teachers in Nursery to Year 6 will be setting work on Microsoft Teams.

- Setting work when a child is self-isolating but the rest of the bubble remains in school:
 - Each week, English and Maths weekly planning and any resources needed to complete the lesson will be uploaded to Teams for the children to complete.
 - The children will be invited to take part in English, Maths and Reading Comprehension / Phonics lessons from home using 'Live Lessons'. The teacher will provide timings for this in the General Channel section of Teams.

- Setting work when the teacher well with a positive Covid-19 test or has been contacted by track and trace and is self-isolating, but is well:
 - The LSA will remain in class with the children to supervise and support the work.
 - The teacher will provide Live Lessons to the children in school through Microsoft Teams. They will remain on Teams for the whole lesson to answer questions and support the children.
 - The lessons will follow the usual structure and class timetable.

- Setting work if the teacher is unwell with a positive Covid-19 test and the bubble is self-isolating.
 - A two week bank of Literacy, Maths, Comprehension / Phonics resources has been created. This will be uploaded to the file section of Teams.
 - The children will work their way through the resources each day following the suggested timetable.
 - No Live Lessons will be taking place.
 - The teacher will not be available to be contacted.

- Providing feedback on work in the event of the whole bubble self-isolating:
 - Reading Comprehension, Writing and Maths work: All completed work should be submitted by the end of the school day to be guaranteed a teacher response and comments by the next day.
 - All other curriculum tasks should be submitted by 3.30pm and teachers will comment at the end of the week.
 - All work will be marked using the Remote Learning Marking Statements. These statements have been streamlined for EYFS, Key Stage 1 and Key Stage 2.

- Setting of work when the teacher is unwell (general illness):
 - Worked planned by the class teacher should already be on Assignments page should this occur.
 - Teacher to provide an explanatory note for class, thus enabling them to continue work set.

- Keeping in touch with pupils and their parents who aren't in school:
 - If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess how we/the class teacher can assist engagement.

- All parent/carer emails should come through the class email account
- homework@staugustines.herts.sch.uk (Reception class)
- homeworkyear1@staugustines.hert.sch.uk,
homeworkyear2@staugustines.herts.sch.uk etc.
- Any parental or pupils concerns, should be raised with the class teacher in the first instance.

Teaching Assistants

Teaching assistants must be available between 8.30am – 3.30pm

If they are unable to work for any reason during this time, for example due to sickness, they should report by phoning the Deputy Head before 7.00am.

During the school day, teaching assistants must complete tasks as directed by the class teacher and members of the SLT.

Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including: daily monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders and gathering feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the class teacher, Teaching & Learning lead and other organisations to make any alternate arrangements for pupils with EHC plans and IEPs.
- Identifying the level of support needed.

Interventions

An individualised timetable and work is provided for identified children with the highest need for additional support with Literacy and Maths, focusing on their targets.

Implementing this during school lockdown is imperative so that these children do not fall further behind. Therefore, quality-first teacher-led sessions and interventions by the teaching team are run each day. There will be at least three sessions a week of both Literacy and Maths, run in two ways - the LSAs will support the class while the class teacher works with the children in a separate meeting in their catch up session that will consist of either individual children or groups of children with the same identified targets or the LSA will lead the intervention /catch up session prepared and resourced by the class teacher. Each session will be between 10-20 minutes depending on the specific requirements and targets of the child/ren.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert teachers if they're not able to complete work.
- Remember: there is flexibility in the time our children work, fitting in with your family's needs.

Staff can expect parents with children learning remotely to:

- Make the class teacher aware via the homework class email address (see page 6) if their child is sick or otherwise can't complete work.
- Seek help from the class teacher if they need it.
- Be respectful when making concerns known to staff.
- To contact teachers during the directed hours of 8:45am – 3:30pm

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Microsoft Teams Expectations

- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- Microsoft Teams Expectations and user agreement.
- Home School agreement



Appendix 1: Home Learning Timetable



'We come to school to live and learn happily together by loving ourselves and each other as Jesus teaches us'

Home Learning Class Timetable – Alter to meet your family's routine

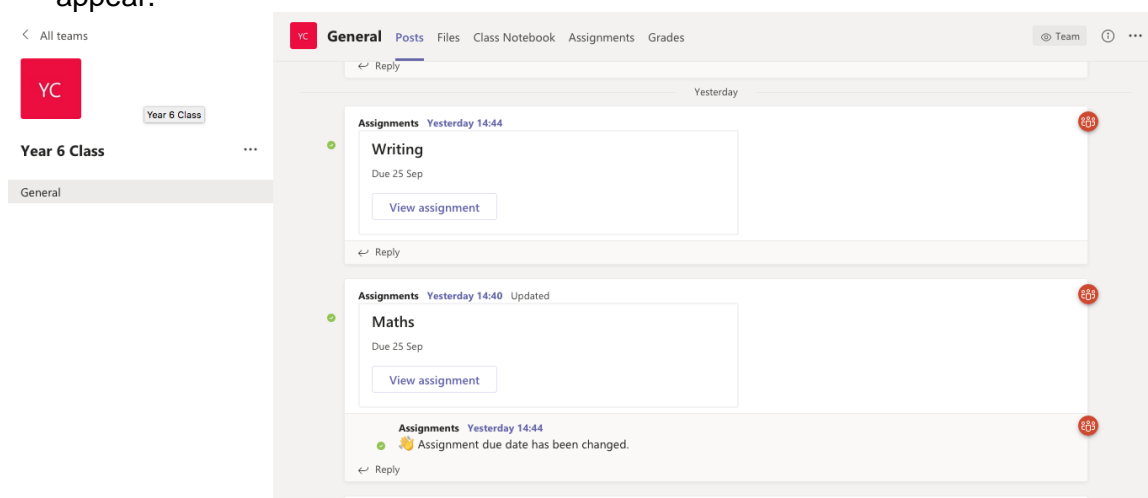
Before 9am	Wake up, make your bed and eat breakfast. Don't forget to clean your teeth for 2 minutes!
9.00am-10.00am	<u>Writing Lesson</u>
10.00am-10.30am	Break - creative activities (e.g. playdough/time in the garden/drawing)
10.30am-10.50am	<u>Phonics / Spelling</u>
10.50am-11.00am	Break - Relax
11.00am-12.00pm	<u>Maths Lesson</u>
12.00pm-1.00pm	Lunch and Playtime – e.g. Lego/puzzles/outside play/ model making/drawing Be as creative as you want! Eat healthily!
1.00pm-1.30pm	Comprehension/Reading Lesson
1.30pm-2.00pm	PE with Joe Wicks - OR - Yoga/indoor exercise, there are some great videos on YouTube especially Cosmic Kids.
2.00pm-3.00pm	Extra activities and challenge time (see below)

Challenges:

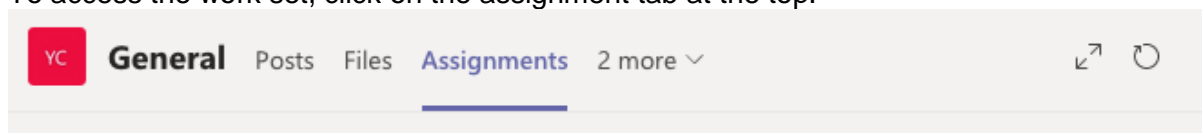
1. Try to complete as many of these 100 challenges as you can - <https://www.teachingpacks.co.uk/100-challenge-ideas-for-home-learners/?fbclid=IwAR2wn7bR6WVqn9JiVPHribWmVWmdQQ0ZwH1c3u4Z6bhtutG6rcVyiDdPM6M>
2. Try to complete at least three of these computing challenges - <https://www.barefootcomputing.org/homelearning>
3. Complete the arithmetic questions for each day from your year group (KS2 only) <https://myminimaths.co.uk>
4. Have a go at some of the mindfulness activities <https://www.waterford.org/resources/mindfulness-activities-for-kids/>
5. Play on Times Table Rockstars: <https://trockstars.com/>
6. Try some BBC Bitesize (Geography, Computing, French, German, Music, Physical Education, Italian, PSHE, Spanish, History, Science, Art or DT) lessons suitable for your Year Group <https://www.bbc.co.uk/bitesize>
7. Try some Oak National Academy (Geography, History, Music, PSHE, Science, PE, Art or DT) lessons <https://www.thenational.academy/>

Appendix 2: Microsoft Teams from the app.

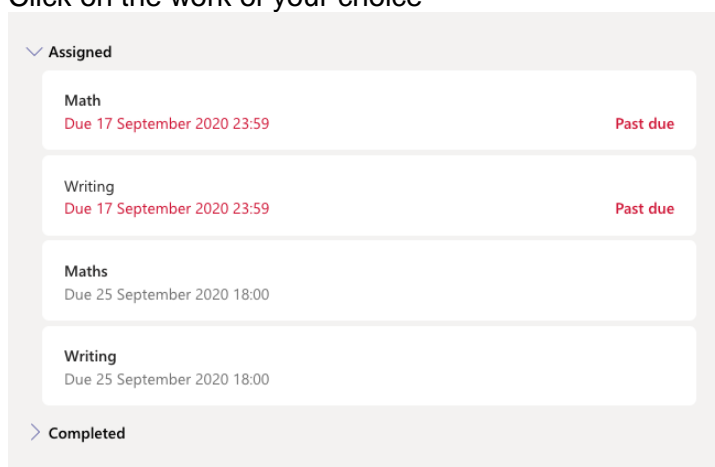
1. Download the Microsoft Teams App.
2. Login using the username and password.
3. Press on Year group under 'Your Teams'.
4. You will then see the general display. This is where you can view assignments (work set by the teacher). If an online lesson is happening, an option to join will also appear.



5. To access the work set, click on the assignment tab at the top.



6. Click on the work of your choice



- You will see the instructions and links to click on. On the documents should have a button where the resource will be read aloud if needed (press the page with the speaker to start the speaking).

- When the work is finished, click add work. You can upload a picture from your phone or a document.
- To give it back to the teacher press hand in.
- The teacher can then mark the work and add comments.

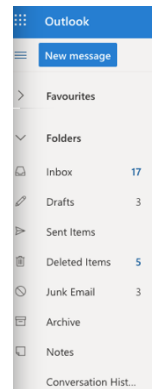
Appendix 3: Instructions for logging into Teams from Google, Internet Explorer or Safari

- Type in <http://www.thegrid.org.uk/>

- Press login under Office 365 Mail

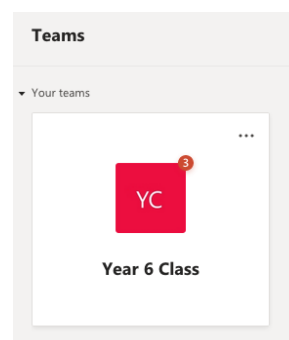
- Type in the email address and password and click login.

4. Click on the dots in the corner.

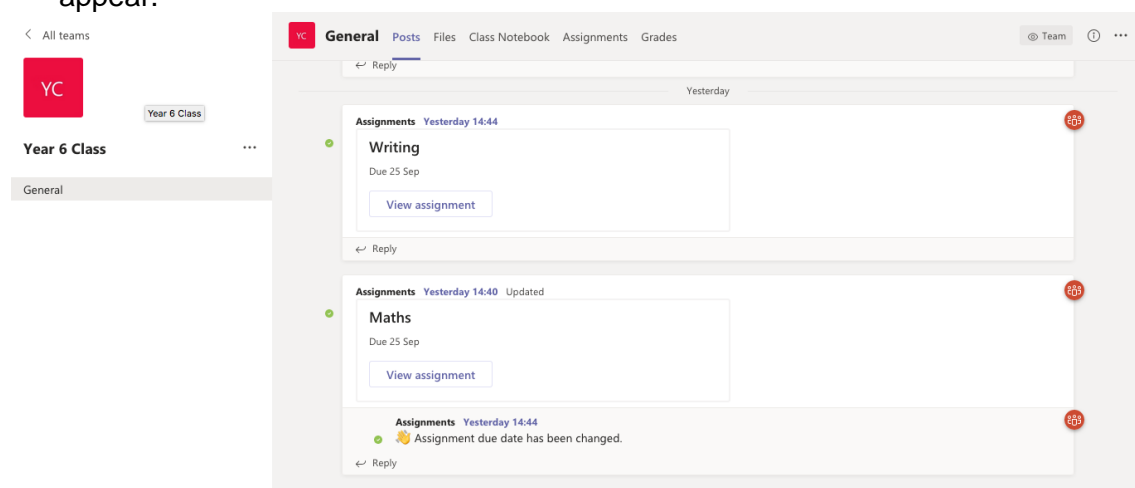


5. Press on Teams and then on use web browser

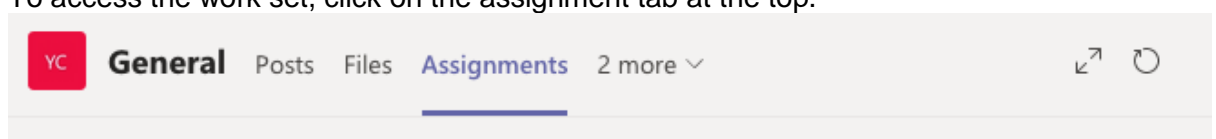
6. Press on Year group under 'Your Teams'.



7. You will then see the general display. This is where you can view assignments (work set by the teacher). If an online lesson is happening, an option to join will also appear.



8. To access the work set, click on the assignment tab at the top.



9. Click on the work of your choice

Assigned

- Math
Due 17 September 2020 23:59 **Past due**
- Writing
Due 17 September 2020 23:59 **Past due**
- Maths
Due 25 September 2020 18:00
- Writing
Due 25 September 2020 18:00

Completed

10. You will see the instructions and links to click on. On the documents should have a button where the resource will be read aloud if needed (press the page with the speaker to start the speaking).

< Back Speaker icon Hand in

Writing

Due 25 September 2020 18:00

Instructions

Find the slides for the day e.g. if it is Tuesday, find the slides for Tuesday.
Write the date and L.O.
Read through the slides.
Have a go at the activity.

Reference materials

- Jamaica factfile WAGOLL Tuesday.docx
- Book Review WAGOLL Wednesday.docx
- Outline of a person Thursday.docx

My work

Add work

11. When the work is finished, click add work. You can upload a picture from your phone or a document.

12. To give it back to the teacher press hand in.

13. The teacher can then mark the work and add comments which you will be able to view.

Microsoft Teams Expectations



Tips for being a good classmate in an eLearning Environment.

- . Join at the correct time.
- . Stay in the meeting until the lesson is finished.
- . Find a quiet place away from distractions such as siblings, TV, pets etc.
- . Mute your microphone until asked to speak.
- . If you are asked to speak, unmute your microphone so everyone can hear you.
- . If you have a question, press the raise your hand button (it looks like a hand).
- . Be respectful in the lesson - the same school rules apply.
- . Remember not to send messages in the channel area, remove or mute other children/teacher.
- . Sit in one place for the lesson with all of your resources ready.
 - . Be patient - everyone is still learning.
- . Lessons should not be recorded or shared. No photos should be taken.

If you follow these rules you could get: raffle tickets, Star of the Week or stickers.

If the rules are not followed, 2 warnings will be given.

After this, you will be removed from the chat. Your parents will then be contacted.



Always be respectful & responsible

Appendix 5: Instructions for teachers setting an assignment:

**How to use Microsoft Teams to
CREATE ASSIGNMENTS**

- 1** In your class team, click "Assignments" tab and click "Create." Choose "Assignment."
- 2** Type the assignment title. Give it a category (unit, subject) if you want.
- 3** Give students detailed instructions. Attach resource (files, links, etc.) if you want.
- 4** Decide how many points the assignment is worth. You can add a rubric.
- 5** Choose to whom you'll assign the assignment. You can choose all or individuals.
- 6** Pick a due date/time. You can also choose when to schedule and close the assignment.
- 7** Click "Assign". Students will be able to see it (unless you scheduled it).
- 8** Use "Edit Assignment" to make changes. Click "Student View" to see what students see.
- 9** Monitor student progress in Teams. Status shows if they have viewed, turned in, etc.
- 10** View student work. Open files. Add feedback. Give a score. Put comments on the rubric.
- 11** Return work to students. They can see your feedback and their grade.
- 12** Students can re-submit work. You can revise, update grades, and add feedback.

Infographic by Matt Miller (Twitter: @jmattmiller DitchThatTextbook.com).

INFUSED classroom | DITCH THAT TEXTBOOK | Online Learning Ideas
Helping educators make sense of online learning. Sponsored by Microsoft

Appendix 6: Remote Education provision information:

The following link will take you to our school Remote Education Provision: information for parents document.

<https://www.staugustines.herts.sch.uk/herts/primary/staugustines/arenas/website/web/Remote%20Education%20provision%20for%20parents%20final%201%202001.2.2021-74231.pdf>

The following link will take you to the Education Endowments Foundation's website providing support resources for parents with ways to support your child's reading at home and advice on how to establish a routine with your child.

https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/?mc_cid=28ab38d3ec&mc_eid=a6866aabb

The following link will take you to the Government's COVID-19 guidance on supporting children and young people's mental health and wellbeing.

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>