



**Together in truth and faith we learn and grow as God's family**

## **Remote Home Learning Policy**

### **1.0 Aims and intentions**

Our Remote Home Learning Policy is intended to build upon our existing high-quality blended learning approach established by working successfully in partnership with our parents and community during 2020-21. We aim to:

- Build upon our strong connections between home and school that already exist.
- Provide a blended learning approach to our curriculum.
- Ensure consistency in the approach to remote home learning for pupils who are unable to attend school due to Covid-19 at St. Francis.
- Set out expectations for all members of the school community with regards to remote home learning.
- Provide appropriate guidelines for remote home learning.

### **2.0 Government Response**

The Prime Minister has announced the full statutory return of all children to school from 1<sup>st</sup> September 2020. It will once again be compulsory for all pupils to attend school every day. This guidance has been designed to assist children and parents in the event of any enforced absence due to Covid-19. Where children are not ill, but unable to attend school due to Covid-19, St. Francis will adopt a quality blended curriculum which will connect home and school. We aim to work in partnership with our parents and carers to deliver this expectation.

This guidance is relevant as of 22<sup>nd</sup> October 2020 when, The Coronavirus Act 2020 Provision of Remote Education came into force. We would strongly recommend all parents read the document carefully.

### **3.0 Platforms for Remote Home Learning**

- We have established Seesaw (for Years 1 to 6) and Tapestry (for EYFS) for remote home learning at St. Francis.
- This same platform will be used for all homework to encourage familiarity and increase confidence should these be required as a vehicle for setting and administering remote home learning.
- These platforms will allow work to be set and marked in a safe manner for all pupils, adhering to our safeguarding and GDPR guidelines.
- Should a class or pupil have to self-isolate, Seesaw and Tapestry will be used to set work, receive daily work and be used for all communication during these periods as full-time education is mandatory. This will not be optional for any pupil unless they are ill. All pupils are expected to learn every day.

#### **3.1 In the instance of individual pupils required to isolate**

3.1.1. **In the first 24 hours of absence**, where a pupil is not ill, there is a requirement for pupils to access learning. At St. Francis we advise parents to complete the following with their child in day one of absence:

- Read their own personal reading book (Years R-6) / phonic cards (Reception)
- Times Table Rock Stars (Y2 upwards)
- Learn their weekly spellings & challenge themselves to learn either the Y1/2 Common Exception words or the Y3/4 or Y5/6 word lists school website class pages (Y1 upwards)
- Complete their spelling sentences (Y2 upwards)

3.1.2 Staff will require one full working day to administer, prepare and set personalised work for your child in relation to the current curriculum.

3.1.3 **From the second full day of absence** all pupils will be sent personalised work relevant to their year group's objectives. This will be emailed out to parents and any completed work should be uploaded on to Seesaw or Tapestry. This work will include the following:

- A Mathematics lesson (1 hour)
- An English Lesson (1 hour)
- A lesson in one further curriculum area e.g. RE, PE or Geography (1 hour)
- Read their home reading book (15 mins)
- Pupils should supplement this with aspects of daily provision as outlined in 3.1.1 e.g. use of TT Rockstars, spellings
- Pupils should supplement this by furthering their own curricular interests using the links on their class pages.

3.1.4 Work completed at home should be checked by the adult and then uploaded to Seesaw or Tapestry. The teacher will monitor this and check this within 48 hours of being uploaded, providing feedback as appropriate.

3.1.5 Children will need support to complete their remote learning.

3.1.6 Children or parents who require support can request this via the message option on Seesaw.

3.1.7 Senior Leaders will continue to monitor provision, quality of work produced and marking as part of their leadership responsibilities.

## **3.2 In the instance of bubbles required to isolate**

3.2.1 **In the first 24 hours of absence**, where a pupil is not ill within the bubble, there is a requirement for all pupils to access learning. At St Francis' we advise parents to complete the following with their child in day one of absence:

- Read their own personal reading book (Years R-6) / phonic cards (Reception)
- Times Table Rock Stars (Y2 upwards)
- Learn their weekly spellings & challenge themselves to learn either the Y1/2 Common Exception words or the Y3/4 or Y5/6 word lists on the home learning page (Y1 upwards)
- Complete their spelling sentences (Y2 upwards)

3.2.2 Staff will require one full working day to administer, prepare and set work for the bubble in relation to the current curriculum.

3.2.3 **From the second full day of absence** all pupils will be set whole class learning on Seesaw or Tapestry. This work will be set by 9am daily and will include the following:

- A phonics lesson (R – Y2) 15 mins
- A Mathematics lesson (1 hour)
- An English Lesson (1 hour)
- A lesson in one further curriculum area e.g. PE or Geography (1 hour)
- Read their reading book (15 mins)

- Pupils should supplement this with aspects of daily provision as outlined in 3.1.1 e.g. use of TT Rockstars, reading and spellings
- Children will be directed to develop and build their knowledge and understanding of a curriculum area e.g. Ancient Egyptians using a learning platform like BBC KS2 Bitesize
- 2 hours of work a week will be linked to RE

3.2.4 Work completed at home should be checked by the adult and then uploaded to Seesaw or Tapestry. The teacher will monitor this and check this within 24 hours of being uploaded, providing feedback as appropriate.

3.2.5 Children will need support to complete their remote learning.

3.2.6 In the event of bubble closure, lessons may be pre-prepared and will use a range of high quality resources that link to the class topics. We will use a blended approach seeking the best quality provision available. This will include nationally produced materials e.g. Oak Academy, Letters & Sounds Phonics Youtube Channel or personalised materials created by the teacher.

3.2.7 Children or parents who require support can request this via the message option in Seesaw or Tapestry.

3.2.8 Senior Leaders will continue to monitor provision, quality of work produced and marking as part of their leadership responsibilities. Where work is not of an acceptable quality or standard, contact will be made via telephone or via the remote platform. Equally, leaders may praise work of an exceptional nature in order to continue to praise excellence through our blended approach.

### **3.3 In the instance of a lockdown whereby only vulnerable children and those whose parents are critical workers attend school**

3.3.1 Staff will require one full working day to administer, prepare and set work in relation to the current curriculum.

3.3.2 **From the second full day** all pupils will be set whole class learning on Seesaw or Tapestry. This work will be set by 9am daily and will include the following:

- A phonics lesson (R – Y2) 15 mins
- A Mathematics lesson (1 hour)
- An English Lesson (1 hour)
- A lesson in one further curriculum area e.g. PE or Geography (1 hour)
- Read their reading book (15 mins)
- Pupils should supplement this with aspects of daily provision as outlined in 3.1.1 e.g. use of TT Rockstars, reading and spellings
- Children will be directed to develop and build their knowledge and understanding of a curriculum area e.g. Ancient Egyptians using a learning platform like BBC KS2 Bitesize
- 2 hours of work a week will be linked to RE

3.3.3 Work completed at home should be checked by the adult and then uploaded to Seesaw or Tapestry. The teacher will monitor this and check this regularly, providing feedback as appropriate. Teachers will also be providing face to face teaching in school so feedback may take over 24 hours.

3.3.4 Children will need support to complete their remote learning.

3.3.5 In the event of a lockdown, lessons may be pre-prepared and will use a range of high quality resources that link to the class topics. We will use a blended approach seeking the best quality provision available. This will include nationally produced materials e.g. Oak Academy, Letters & Sounds Phonics Youtube Channel or personalised materials created by the teacher.

3.3.6 Children or parents who require support can request this via the message option in Seesaw or Tapestry.

3.3.7 Senior Leaders will continue to monitor provision, quality of work produced and marking as part of their leadership responsibilities. Where work is not of an acceptable quality or standard, contact will be made via telephone or via the remote platform. Equally, leaders may praise work of an exceptional nature in order to continue to praise excellence through our blended approach.

3.3.8 All children who are working solely from home will be receive a phone call from a member of staff at least once a week.

## **4.0 Pupils and Parents**

4.1 Leaders will ask staff to be available to support pupils remotely. We are mindful that staff will not always be in front of a device the entire time, and parents should be mindful of this. Teachers may be teaching the remainder of the class so patience and flexibility will be required.

4.2 St Francis' expects that parents support their children to complete work as set and in line with the deadlines set by the teacher.

4.3 St Francis' will expect parents or pupils to seek help if they need it, but to be mindful of the need to support other pupils at this time.

4.4 St Francis' will be sympathetic where a pupil is ill and will not expect work to be completed in this instance. Parents are requested to inform school where this is the case.

4.5 As always, St Francis' prides itself on its successful relationships with its parents and community. Where there are genuine reasons for work not being completed, we will work together to support your child wherever possible.

4.6 In the unlikely event any parent is not satisfied with any aspect of remote home learning, we ask that any concerns are respectfully known to staff. Where these are not addressed, please contact at the [office@stfrancismorley.org.uk](mailto:office@stfrancismorley.org.uk).

## **5.0 Contacts in the instance of remote home learning**

5.1 Where a parent has an issue with the setting of work, please contact your child's class teacher via Seesaw or Tapestry.

5.2 Where a parent has an issue with behaviour, please initially contact your child's class teacher. If this escalates, please contact a senior leader on [office@stfrancismorley.org.uk](mailto:office@stfrancismorley.org.uk).

5.3 Where a parent has an issue with IT, you can ring school on 0113 3230554 for support.

5.4 Where a parent/staff member has issues of a safeguarding nature, please contact a senior member of our designated safeguarding team: Mrs Harrison (Headteacher) or Miss Grayston (Assistant Headteacher) either by e-mail or telephone, at [office@stfrancismorley.org.uk](mailto:office@stfrancismorley.org.uk) or telephone 0113 3230554.

## **6.0 Summary**

We have worked tirelessly to provide a St Francis' remote home learning blended curriculum in which children can continue to learn and feel safe, whilst ensuring the safety of all staff and pupils. We can promise:

- We will continue to provide a quality blended curriculum to allow your child to continue to progress and learn.
- We will monitor the well-being of our children, parents/carer as much as we possibly can.
- We will continue to stay in touch through the remote platforms of Seesaw or Tapestry as well as our letters, newsletters, phone calls, text messages, social media and the school website.

All we ask from our families in return is:

- To keep school informed of relevant health and attendance issues.
- A continued commitment and support to home learning.
- To prepare your child for returning to school.

Thank you for your continued support. Though this guidance is comprehensive, it is not completely exhaustive. If you have any further important questions that are not covered in this document or any of the government-based guidance available online, please contact the school by email or phone.