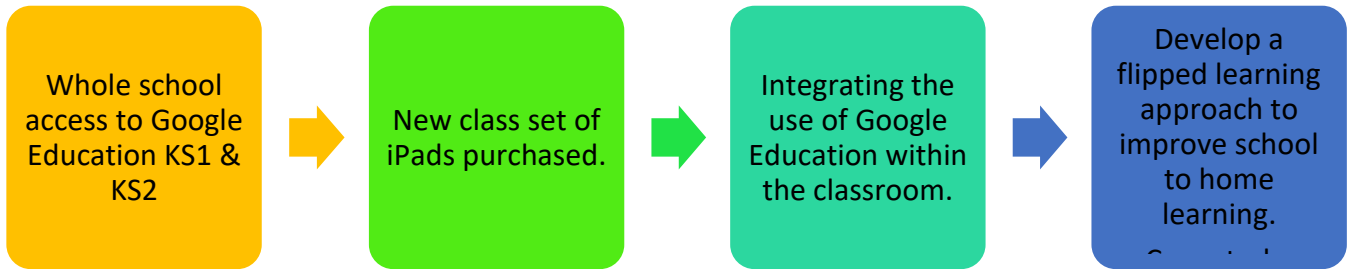


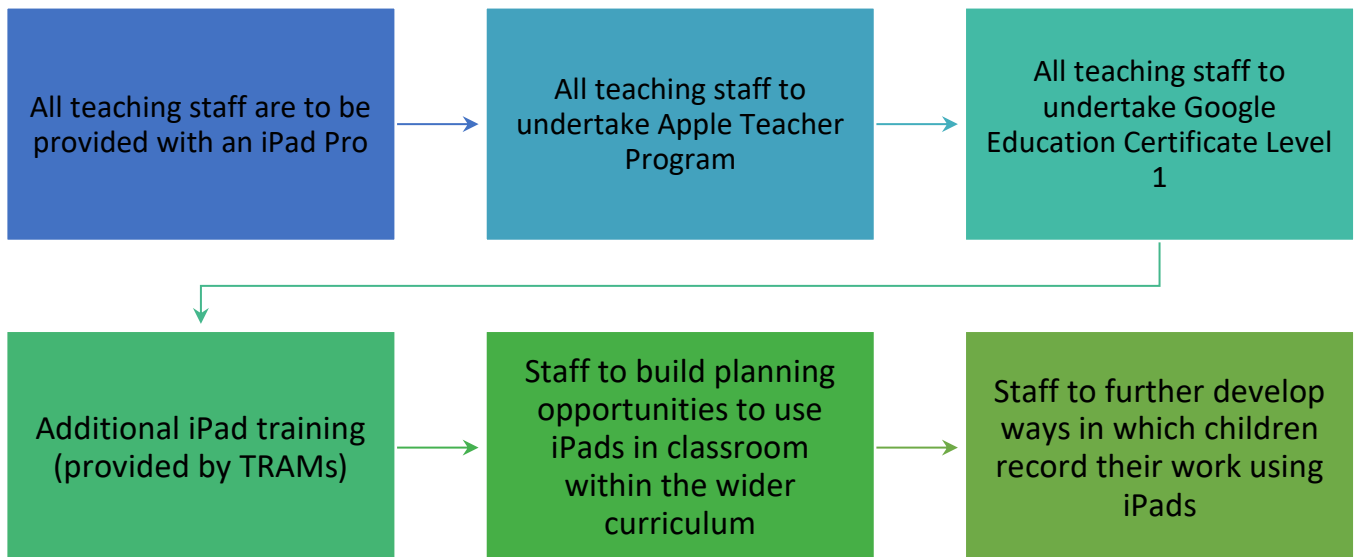


SS Peter and Paul Catholic Primary School
Post Lockdown – Remote Learning

What will remote learning look like for the pupils post lockdown?



What will remote learning look like for staff post lockdown?





SS Peter and Paul Catholic Primary School Remote Learning IT Strategy

In the case of school, local or national lockdown, the following strategy will be put into place.

Technological Preparedness

All teaching staff provided with an iPad Pro
Training provided for all teachers - Google Education and Apple Teacher Program
Devices prepared for families without devices

Staff Preparedness

Broad and balanced curriculum
Primary online sessions 10 - 30 minutes long
Daily live streamed Zoom/Google Meet session with class - synchronous approach, two members of staff (class teacher and member of support staff) for safeguarding purposes
Asynchronous approach for all other sessions
Adjustment and other considerations for pupils with SEND and EAL
Peer interaction - breakout rooms or possible chat features

Content Preparedness

School's curriculum to continue - topics can be adapted if inaccessible for remote home learning
"Go Formative" to be used to engage pupils with maths
Examples of resources that can be used at home e.g. pasta for counting
Oxford Owl and Accelerated Reader
Oak National Academy
English Hub resources to support phonics

Parental Preparedness

Clear rationale for remote learning
Clear expectations for parents
Attendance compulsory - non-attendance at live session and incomplete tasks to result in marking as absent

Safeguarding Preparedness

All synchronous sessions are recorded
Two members of staff in attendance at synchronous sessions
Monitoring of pupil comments when "chat" features are used
Online safety training for staff
Online safety teaching for all pupils
No 1:1 video communication between pupils and staff.



SS Peter and Paul Catholic Primary School Remote Learning IT Strategy

The school's commitments to the children are therefore:

<u>Circumstance</u>	<u>Provision</u>
1. Full closure of school or a whole class subject to self-isolation	Google Education Suite/Tapestry used to deliver the curriculum as planned for the term and where provision allows. Class teachers to set work using the Google Classroom/Tapestry, including, where appropriate links to Purple Mash, White Rose Maths, Oak Academy and Sum Dog. Class teachers will provide a weekly timetable for parents which will also include the times that the teacher will be holding face to face, whole class, daily Google Meet sessions (KS1/2 only). Class teachers will mark the work where possible using the Google Class/Tapestry tools and following the school's 'Marking and Feedback Policy'.
2. Individual children subject to isolation due to a potential illness of a sibling or family member.	Work provided to the child as above through the Google Education Suite/Tapestry. This will be provided as soon as possible after the school is informed of the absence (and at most by the start of the second day of absence). Class teachers will mark the work where possible using the Google Class/Tapestry tools and following the school's 'Marking and Feedback Policy'. Class teachers will not meet face to face with these children but instead call the family on a daily basis to keep in contact.
3. Child staying away from school due to illness.	The school will not be expecting the child to complete any work. S/he needs to rest and recover in these cases.
4. Child subject to staying at home whilst awaiting the results of a Covid test.	If the child is healthy and well, work will be set as in section 2.

NB Google Education Suite – KS1/2
Tapestry - EYFS

The school's expectations of parents are therefore:

- 1) That they ensure their child(ren) access the Google Education Suite to complete all work set by the class teacher
- 2) That they inform the school immediately if they do not have the right equipment to allow their child(ren) to complete their online learning
- 3) That they ensure their child(ren) attends all live virtual sessions with a school member of staff – no attendance means no attendance on the school register
- 4) That they keep the school informed when their child(ren) will be absent from school and what the expected date of the child's return will be

Position Statement

All children will have been provided access to the Google Education Suite/Tapestry with their own unique login details provided.



SS Peter and Paul Catholic Primary School
Remote Learning IT Strategy

The School and Family Support Worker will work with disadvantaged pupils to ensure that they have access to devices and internet at home.

The school will aim to provide paper copies of home learning for other pupils (non-disadvantaged) where devices and internet access are not readily available.



SS Peter and Paul Catholic Primary School
Post Lockdown – Remote Learning

Areas of responsibility

Leadership				Class Teachers	Teaching and Learning Support Assistants	Admin
SLT	Phase Leaders	Subject Leaders	Inclusion Leader/SENDCo			
<p>-To create a clear strategy for remote learning that outlines the expectations of staff and parents.</p> <p>-To monitor the impact of the remote strategy and make amendments where necessary</p> <p>-Curriculum Leader to monitor the school's curriculum coverage</p> <p>-To keep governors and Local Authority informed of provision and access</p>	<p>-To ensure that the remote strategy is consistently followed in their phase.</p> <p>-To monitor the lessons and resources that are being placed on the Google Classroom/Tapestry for the year groups within their phase.</p> <p>-To provide feedback to SLT regarding the remote strategy so that improvements can be made where necessary.</p> <p>-To provide feedback to SLT where necessary</p>	<p>-To monitor planning, lessons and resources used for remote learning within their subject areas.</p> <p>-To feedback to the Curriculum Leader about the quality of remote learning and addressing any areas for improvement.</p>	<p>-To liaise with and support Class Teachers to ensure remote learning is accessible for disadvantaged pupils and pupils with special educational needs.</p> <p>-To liaise with the Family Support Worker ensuring that all disadvantaged pupils have access to internet and devices at home.</p>	<p><u>Class/Bubble/School/Local/National Lockdown</u></p> <p>-To ensure the school's commitments to pupils during lockdown or isolation are followed.</p> <p>-To provide 1x daily live session through Google Meet (KS1/2).</p> <p>-To plan and set a daily timetable of lessons on Google Classroom/Tapestry, that follows the school's curriculum overview.</p> <p>-To ensure that resources used are of the highest quality and will allow learning to continue (Oak Academy, White Rose Maths, Sum Dog, English Hub Phonics, Subject Associations etc)</p> <p>-To support pupils each day with their learning where necessary, using the chat feature within Google Classroom (KS1/2).</p> <p>-Provide feedback to the children for the work that they have completed. Follow the school's 'Marking and</p>	<p>-To support the class teachers with delivering the remote strategy for the pupils in their year group.</p> <p>-To attend the daily live session with the class teacher.</p> <p>-To assist pupils with their learning where needed.</p> <p>-To undertaken any other tasks directed by SLT, Phase Leaders or Class Teachers.</p>	<p>-To keep Class Teachers informed of pupil absence.</p> <p>-To keep SLT informed of pupil's persistent absence.</p> <p>-To maintain communication between school and parents</p>



SS Peter and Paul Catholic Primary School
Remote Learning IT Strategy

				<p>Feedback Policy' where remote learning allows.</p> <p><u>Individual/Groups of Children Self-Isolating</u></p> <p>-To ensure the school's commitments to pupils during lockdown or isolation are followed.</p> <p>-To plan and set a daily timetable of lessons on Google Classroom/Tapestry, that follows the school's curriculum overview.</p> <p>-To contact the families daily via a telephone call to touch base and ensure children are coping with the learning that has been set.</p> <p>-Provide feedback to the children for the work that they have completed. Follow the school's 'Marking and Feedback Policy' where remote learning allows.</p>		
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