

ST MARY'S PRIMARY SCHOOL MAGHERY



Remote Learning Policy

Remote Learning Policy

At St Mary's Maghera we recognise that children make most progress when engaging in face-to-face teaching and learning on site. Given the circumstances that schools across the province have found themselves in, it is necessary to have a Remote/Blended Learning Policy in place. The purpose of this policy is:

- To uphold pupil wellbeing and provide learning which aligns with the learning aspirations of St Mary's Primary School when teaching and learning online;
- To recognise that learning online may be necessitated by events which make physical school attendance impossible. In events where teachers and children engage in teaching and learning from home, these guidelines are in place to ensure the safety and wellbeing of our children and uphold the values of St Mary's Primary School;
- To highlight that in an online learning environment, the rules of engagement can be unclear, and pupils and teachers can have difficulty engaging meaningfully and respectfully. This policy outlines guidelines which support teachers to uphold expectations of St Mary's Primary School, and is aligned with our positive behaviour policy.

GUIDELINES:

- Our children will always be supported pastorally while learning remotely because learning this way does not always provide the same level of social connectivity and enjoyment as learning face to face in school.
- Teachers should have information on the type(s) of issues being faced, the type of support needed, the learning context of the child, and their accessibility to learning. Teachers may need to mobilise support from colleagues to help meet the needs of all children in the class.
- In some scenarios, families may need to be contacted to determine how the best support can be provided for their child. Support needs to take into account the unique situations in which children find themselves and ensure that it is tailored to their contexts. For example, some children may need to receive physical work packs so that they may work from home without a device or internet access.
- Children facing wellbeing issues, such as those living in homes where there is significant disruption or animosity, may need support through other staff or external agencies to ensure that they are emotionally supported while they learn from home.

At St Mary's Primary School, we all aim to do our best when working online to:

- Respect each other's right to learn in online settings by taking turns and listening to others;
- Speak positively and politely to one another over the Internet;
- Work co-operatively and peacefully in online settings
- Following directions of those whose job it is to help us while we learn online;
- Respect online work of my own and that of others
- Help each other follow this code.

At St Mary's Primary School, we will use the following platforms to provide learning for our students remotely:

- Seesaw
- Google Classroom
- Sumdog
- Reading Eggs
- Lexia

These platforms will allow staff to keep in contact with their class in a professional and confidential manner. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

Flexibility of Learning:

We realise that the circumstances that cause our school or class bubbles to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents & Carers may be trying to work from home so access to technology as a family may be limited;
- Parents & Carers may have two or more children trying to access technology and need to prioritise the needs of the children in their own household;
- Teachers may be trying to manage their home situation and the learning of their own family;
- Systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

It must be noted that the work children engage in during a period of remote learning is essential to enable our children to make adequate progress and ensure they have access to the curriculum, so, therefore, cannot be considered as optional.

Teaching Staff will:

- Share three teaching and learning activities daily with their class through Seesaw/Google Classroom in a timely manner. This will consist of Literacy, Numeracy and one other curricular area, e.g. World Around Us, RE etc.;
- Provide children with weekly reading and spelling activities
- Continue teaching in line with current, extensive planning that is already in place throughout the school;
- Foundation Stage teachers will share ideas for play based learning activities, trying to incorporate activities from their own play plans where possible;

- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to remote learning will affect families in a number of ways;
- Provide opportunities to promote health and wellbeing, e.g. wellbeing activities, exercise ideas, positive affirmations etc.;
- Keep in contact with children and families through Seesaw and Google Classroom and sometimes by phone;
- Reply to messages, set work and give feedback on activities during the hours 9.00am – 3.30pm;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow;
- If unwell themselves, be covered by another staff member.

Children will:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Log into online platforms using their own login details only;
- Upload any paper based activities to their teacher for feedback;
- Follow guidelines on Seesaw/ Google Classroom for returning any completed tasks to their teacher;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

Parents & Carers will:

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with Seesaw/ Google Classroom, Sumdog, Leixa and Reading Eggs if applicable.
- Know that they can continue to contact their class teacher as normal during working hours, through Seesaw/Google Classroom/School Phone if they require support of any kind;
- Check their child's completed work and encourage the progress that is being made;
- Support their child if necessary when uploading tasks or returning work to their child's teacher;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

The online learning platforms named in this policy will be used throughout the entire school year to enable staff, pupils and parents to be familiar with the workings of each closure situations. Seesaw and Google Classroom in particular, is used as a communication platform to share photographs and information about teaching and learning as well as activities to reinforce classroom teaching and learning.