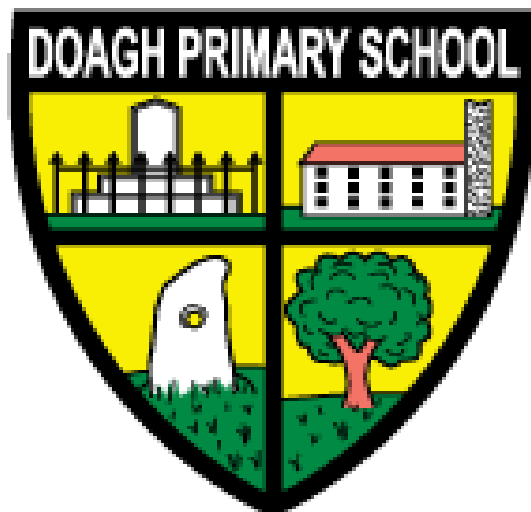


Doagh Primary School



Aspire, Aim, Achieve....



Remote Learning Policy

February 2024

Introduction

In light of the recent pandemic and periods of lockdown and/or self-isolation, alongside potential school closures due to exceptional weather conditions, there is a need to set out guidance for learning away from the traditional classroom situation should such a contingency plan be required. The aim of this policy is to clearly set out how the governors and staff of Doagh Primary school will provide for the continued educational development and support of children within their care. We also recognise the need to care for the child holistically and to support parents and carers as they assist pupils with their learning and care for their well-being through extended periods of limited contact with others.

It must be noted that as per Circular 2022/16 – Guidance on Remote Learning

Remote learning should only be used as a last resort and in exceptional circumstances which may include:

- Further outbreaks of COVID-19 in a school which requires whole-school closure, isolation of classes or any larger group of pupils across a year group/school
- Significant loss of staff which may compromise the safe and effective operation of the school
- Damage to parts of the school
- Significant transport disruption
- Severe weather conditions
- Failure of school estate services (eg heating) and
- Other issues as may be determined by the Department (in consultation with the school, as necessary)

When considering utilising remote learning because of staffing shortages, we will consider the following (as outlined in Circular 2022/16)

- Providing supervised learning for vulnerable pupils, including pupils with SEN and those from socially disadvantaged backgrounds
- Organising composite classes for short periods if class sizes have also fallen
- Prioritisation of continued face-to-face teaching for those children preparing for transfer tests

Flexibility

We realise that the circumstances that cause our school 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 may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation. An understanding of, and willingness to adapt to these difficulties on all sides is essential for success.

Blended Learning

Defined as

“an approach to education whereby schools will combine classroom based teaching and learning methods within school, with a range of remote learning in order to deliver the Northern Ireland curriculum”

Curricular 2020/06 Curriculum Planning

Doagh Primary School recognises the need to provide for the continued educational development of individual children or small groups of children within a year group or class bubble who have to self-isolate for a designated period due to COVID-19. It is also recognised that during these circumstances class teachers will be continuing to teach and provide for the remainder of the class throughout the

school day. It is with this in mind that we have therefore set out the following guidance for children who require blended learning;

- Teachers will provide work that is being completed by other members of the class during the isolation period.
- Teachers will use SeeSaw (P1-P5) , Google Classroom (P6-P7) and work packs (if required) to communicate this work to parents and to provide feedback. Parents will be expected to reply to confirm that they have received work/invitations to online sessions in order that children's attendance/engagement will be monitored.

It is the responsibility of the parent of the isolating child to arrange to collect the work that is being provided.

The teacher will communicate with the parents of the isolating child and answer queries, if required. It is important to note that teachers will also be teaching their class in school so they may not be able to answer any communications immediately.

Remote Learning

This is defined as where the pupils and the educator or information source, are not physically present in a traditional classroom environment.

During previous school closures, staff provided learning activities and resources, shared through SeeSaw and Google Classroom, to be completed by pupils daily.

In such future events:

- Teachers may provide some work as a hard copy to pupils, this may be given prior to the children isolating or may be available for collection at a designated time
- Teachers may upload pre-recorded learning sessions or direct children toward carefully selected Youtube videos/learning platforms/podcasts or animations
- Teachers will communicate with children/parents through SeeSaw (P1-P5) or Google Classroom (P6-P7). This will usually be during school hours.
- Teachers will set work on either SeeSaw or Google Classroom and expect that pupils will upload completed work to the same platform. Work will be appropriately differentiated, where possible
- Teachers may suggest further work through a series of online websites and send links to reading materials available online.
- Where possible, teachers will provide pupils with the opportunity to collaborate in discussions and assignments in order to maintain a social connection, avoid feelings of isolation and encourage working with others as they learn
- Pupil engagement will be monitored via Seesaw/Google Classroom and pupil attendance recorded

Remote Learning Goals and Expectations

Doagh Primary school recognises that pupils will not make similar progress during remote learning as through taught lessons.

Teachers will ensure that work set will, in the first instance, seek to reinforce work previously carried out and taught within the classroom. This will ensure consolidation of skills and knowledge as well as increasing pupil's self-esteem and confidence.

It is recognised that it is necessary to identify key learning areas during this period and we will seek to prioritise Literacy and Numeracy during any periods away from the classroom setting, particularly focusing on the basic skills of reading and writing in Literacy and the area of number in Numeracy.

We will give consideration to the following key principles;

- Learning tasks and activities should be designed to achieve a specific goal or for a specific reason in order to engage pupils. Providing explicit learning objectives and clear success criteria for activities is important and ensures pupils are clear on the purpose and intended outcomes of the learning experience. Research has shown that engagement will be higher when goals and expectations are very clear.
The Education Endowment Foundation is recommended as having developed a range of planning and reflection tools which teachers may find useful (<http://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/>)
- Teachers' planning should follow a sequence with five approaches to learning – activate, explain, practise, reflect and review
- Any handouts/worksheets should have teacher explanation and/or working examples and answers to assist in understanding and maximise parent's ability to support their child
- eLearning tasks should last for a maximum of 30 mins for pupils
- resources provided are within the pupil's ability range and tasks are differentiated appropriately
- opportunity for the teacher to give feedback to whole class and individuals on the progress of their learning

Curriculum Content

We are aware that remote learning offers less teaching time than if children were in school and therefore feel it is necessary to look at the curricular content that can be taught in such circumstances. It is important that pupils in Doagh Primary continue to progress in the areas of Literacy and Numeracy and it is these two areas that will be focused on through remote learning to ensure that pupils are consolidating reading and writing skills and numeracy. Work set through the learning platforms will primarily focus within these areas.

Remote learning may also provide opportunity to set challenges for pupils which link to other areas of the curriculum eg a physical challenge or family activity. This will help to achieve a balance between academic and extra-curricular learning ensuring we are developing the whole child and caring for the well-being of all our pupils.

Expectation Management

We believe that it is in the best interests of our children to continue to provide structured learning and support whilst recognising that parents/carers have to balance childcare around a working environment. We will therefore bear in mind the need for flexibility of timings when children are online to complete tasks however as work is set throughout a period when children would normally be in school there should be a period in each day when children are actively engaged in learning.

Teaching staff will;

- share activities and teaching via the SeeSaw/Google Classroom
- make any hard copies required available to parents via a system of collection from school
- continue teaching in line with current planning already in place throughout the school
- understand that remote learning can be more difficult so tasks will be set with clearer explanation than would be normal to allow for this
- keep in contact with children and parents through the online platform only, unless required to make pastoral contact by the school principal through a telephone call

- understand the individual circumstances of families and the flexibility of completion of learning that may be required
- reply to messages and give feedback on learning and activities during normal teaching hours
- take regular breaks away from the computer/iPad to engage in other professional duties as much as circumstances allow eg. Policy development and planning
- if unwell themselves inform the principal so that another staff member can be assigned to the class.

Children will;

- be assured that well-being is at the forefront of our thoughts
- take regular breaks, get fresh air, exercise, as well as completing work set
- only send messages and responses in relation to the tasks being set by the class teacher
- only access the materials and the sites requested by the teacher and continue to ask parental permission for the use of technology beyond that
- read daily and practice times tables

Parents will;

- support their children's learning to the best of their ability
- ensure they/their children register attendance/engagement with remote learning
- encourage their child(ren) to access and engage with SeeSaw/Google classroom
- refrain from screenshotting or copying information and posting on social media or any other platform
- understand they can continue to contact the class teacher through SeeSaw/Google classroom or the principal, via email or school mobile, if they require any form of support, either academically or emotionally or socially.
- Check their child's work daily and give encouragement
- Encourage regular breaks and relaxation to ensure the mental well-being of the child.

We recognise that the situation through COVID-19 and/or other emergency school closures is fluid and reserve the right to amend or make changes to the information found in this policy at short notice and in line with new guidance provided by either EA or DE.