



St Augustine's Catholic Primary School A Voluntary Academy Remote Learning Policy

Name of School	St Augustine's Catholic Primary School
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Weblink for this policy	https://www.st-augustines.halton.sch.uk/policies/
Name of Policy	Remote Learning Policy
Policy version number	one
Date policy formally approved by the governing body	October 2020
Date policy becomes effective	October 2020
Review date	As and when required
Signed - Headteacher	
Signed – Chair of governing body	

At St Augustine's Catholic Primary School we endeavour to provide the best possible education for all our children whether attending school or accessing remote learning from home.

Introduction

Since March 2020 our school, parents and children have responded well to the challenges faced during the Covid-19 pandemic. This policy outlines the ways that we will ensure that our children continue to receive the high-quality education they deserve, should there be a small number of pupils, class or year group who need to self-isolate or there is a local or national lockdown requiring pupils to stay at home.

What we have already done

As a school, we have in line with DfE guidance:

1. Continued to support our children's learning through daily contact
2. Provided planned activities and resources via hard copies, email, class Instagram and workbooks
3. used class Instagram to share and celebrate some wonderful examples of home learning and to maintain the 'togetherness' of our school community
4. Provided bespoke resources to SEND children and had regular, supportive phone calls with their families
5. Recognised the outstanding effort made by our families in supporting their children through such a difficult time

What we will do

We realise that children and families may be affected in a number of ways should they need to self-isolate or if there is a whole school closure. This could include for example lack of access to technology or parents having to work at home whilst trying to support their child's learning. We know from our very close communication with our families during the initial lockdown period (March 2020) that they have appreciated the level of support and contact that our staff has been able to provide and this will continue and be adapted as appropriate.

As detailed above, school has provided remote education, in line with DfE guidance and will continue to follow relevant guidance as we move forward including DfE expectations around contingency plans for remote education. This will take into account pupils age and stage of development and/or special educational needs.

DfE expectations include:

- A curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations
- Access to high quality remote education resources; TT Rockstars, Letterjoins, Oxford Owl, Home Learning packs etc.
- On-line tools that will be consistently used across the school in order to allow interaction, assessment and feedback
- Provide printed resources, such as textbooks and workbooks for pupils who do not have suitable on-line access. Maths books have been purchased specifically and children will be trained in their use

- Recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely the DfE expects schools again taking into account pupils age and stage of development and/or special educational needs to:

- Set assignments (task/activities) so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily live lessons with teachers

As the nature and length of any further absence from school is difficult to predict, we have initially set out our support in three planned phases:

Phase 1 – Short term During any short-term closure (ie 14 days or less, whether class, year group or whole school) we will provide the following:

1. 1:1 email support from between 8:55am to 3pm, every school day
2. Daily planned activities available on Microsoft Teams
3. Clearly defined timetable for the day
4. Teams Chat

Phase 2 – Medium term

During any medium-term closure (2-4 weeks), we will provide the following:

1. 1:1 email support from between 8:55am to 3pm, every school day
2. Daily planned activities available via Microsoft Teams
3. Additional teaching resources via Oak National Academy lessons and activities, where necessary
4. Clearly defined timetable for the day
5. Teams Chat

Phase 3 – Longer term

1. 1:1 email support from between 8:55am to 3pm, every school day
2. Virtual online lessons using Microsoft Teams
3. Clearly defined timetable for the day (see below) set out weekly
4. Teams Chat

SEND – The class teacher and Mrs Boyde SENCO will provide 1:1 contact and bespoke resources to support learning for our SEND children (in any of the above phases)

We will also endeavour through our multi academy trust Salopia to provide a selection of devices to support those families without access to technology at home. These families will be identified in advance to ensure no gap in learning.

Below are suggested Remote Learning timetables for EYFS, KS1 and KS2. Suggested activities will be provided in year group planning available on the school website from the Autumn Term. We will provide paper copies of home learning when required and will look to deliver these when families are unable to access Microsoft Teams

This policy sets out the intent and broad guidelines that will underpin the school's actions if there is a need for pupils to work remotely and remain at home due to an outbreak of CV19 or in the event of a local or national lockdown. The prime intention of the school is that pupils will continue to be educated on site unless it becomes unsafe to continue. It is expected that all parents and the school will work together in partnership to resolve any problems that need to be overcome to ensure the best outcomes for all children.

Review

This policy will be reviewed as and when required in line with government guidance.

Adventurers
Miss Ellams
Microsoft Teams: Adventurers
Instagram: st.augustinesladventurers

9am-9:15	Reading
9:15-9:30	Phonics
09:30-10:15	Writing
10:15-11:00	Snack/ Physical Activity
11:00-12:00	Maths
12:00-13:00	Lunch/ Physical activity
13:00-14:00	Topic e.g. computing, knowledge and understanding of the world, RE, PSHE, art or music.
14:00-14:30	Learning through play.
14:30-14:45	Phonics recap.
14:45-15:00	Story time

Discoverers Year 1

Miss Connor

Microsoft Teams: Discoverers

Instagram: [staugustinesdiscoverersy1](#)

9am	Reading with an adult.
9.15- 9.45	Phonics
9.50- 10.30	English- Writing
10.30 -10.45	Snack/Break
10.50- 11.45	Maths
11.45- 12.00	Formation and Handwriting
12.00- 1.00	Lunchtime
1.00- 1.20	Active/quick maths
1.20- 2.45	Science/Knowledge/Art/ RE/ Computing/Music
2.45- 3.00	Revisit Phonics sound
3.00- 3.15	Storytime

Rangers
Miss Percival
Microsoft Teams: Rangers
Instagram: rangers.staugustines

9:00 – 9:10am	Practise your weekly spellings and use them in a sentence or practise your time tables on Timetable Rock stars.
9:10 – 9:40am	Reading your home book and completing a reading comprehension.
9:40 – 10:30am	Maths activity
10:30 – 10:45am	Handwriting – You can log onto Letter Joins
10:45 – 11:00am	Break and snack time
11:00 – 11:55am	English activity
11:55 – 12:15pm	Spelling, Punctuation and Grammar activity (SPaG)
12:15 – 1:00pm	Lunch
1:00 – 1:15pm	Number Time – Log onto Timetable Rock stars and practise your time tables.
1:15 – 2:45pm	History / Geography / Science / Art / D&T / Music / RE / Computing activities
2:45 – 3:00pm	Relaxation and story time

Trackers
Miss Scott
Microsoft Teams: Trackers
Instagram: st.augustines.trackers

9:00 – 9:10am	Practise your weekly spellings and use them in a sentence or practise your time tables on Timetable Rock stars.
9:10 – 9:40am	Reading your home book and completing a reading comprehension.
9:40 – 10:30am	Maths activity
10:30 – 10:45am	Handwriting – You can log onto Letter Joins
10:45 – 11:00am	Break and snack time
11:00 – 11:55am	English activity
11:55 – 12:15pm	Spelling, Punctuation and Grammar activity (SPaG)
12:15 – 1:00pm	Lunch
1:00 – 1:15pm	Number Time – Log onto Timetable Rock stars and practise your time tables.
1:15 – 2:45pm	History / Geography / Science / Art / D&T / Music / RE / Computing activities
2:45 – 3:00pm	Relaxation and story time

Explorers

Mrs Boyde

Microsoft Teams: Explorers

Instagram: [staugustinesexplorers2020](https://www.instagram.com/staugustinesexplorers2020)

8:30	Key maths skills 1:1 reading with Teacher / TA
9am	Reciprocal reading Oxford Owl / Teacher led with shared text
9:30 am	Maths Oak academy / Teacher led input
10:30- 10:45	Break
10:45 am	English Hamilton based Teacher input
12:00	SPaG Teacher led / Letterjoin spelling activity / BBC Bitesize
12:20	Active Maths TT Rock stars
12-24- 1:30	Lunch
1:30-3:30	Core Subjects: RE, Science – Teacher led Foundation Subjects: Knowledge, (Teacher led) Music (via Charanga) Art (Teacher led) Spanish (Teacher led), Computing (Purple Mash) , PE (Joe Wicks) Wellbeing: Yoga (you tube)