

St Thomas More Catholic Primary School Remote Learning Protocols

Statement of Intent

At St Thomas More we understand the need to continually deliver high quality education, including during periods of remote learning.

We recognise:

- that it is impossible to deliver exactly the same learning experience,
- the importance of maintaining high expectations in all areas of school life
- the need to ensure that all pupils have access to the learning resources and support they need to succeed.

We are fully committed to meeting the requirements set out by the DFE (<https://www.gov.uk/government/publications/actionsfor-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>)

We must ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

We reserve the right not to provide online provision for parents or students who do not follow the protocols and roles outlined below. Instead, those families will be provided with paper-based activities that will need to be collected and returned weekly to allow for feedback. (In exceptional circumstances we will organise delivery and return postage.)

This protocol aims to:

1. Summarise the expectations of the offer at each year group level (more detail can be found in the Remote Learning Offer document)
2. Outline the role of children
3. Explain the role of the teacher
4. Describe the role of support staff
5. Outline the expectations of parents
6. State the role of the Deputy Headteacher and Headteacher
7. Explain the role of Governors

1. Remote Learning Offer

	Method of Curriculum Delivery	Communication	Feedback	Duration
EYFS	<p>Tapestry and Google Classroom</p> <p>Daily zoom contact with teachers – available throughout the day.</p> <p>Specific tasks set and appropriate links to websites and resources e.g. Phonics, Dough Disco</p>	<p>Messages on Tapestry and Google Classroom to parents.</p> <p>Office email if needed</p> <p>Regular messages on the school App.</p> <p>Welfare calls made by the School Welfare Team.</p> <p>Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate.</p> <p>Pupils not online or completing remote learning will be referred and monitored by our Welfare Team.</p> <p>SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Tapestry and Google Classroom</p> <p>Additional as needed</p> <p>Set English and Maths based tasks are marked by the teacher every day.</p> <p>Other subjects and assignments set are marked when handed in</p>	<p>15 hours a week = 3 hours daily</p>
Year 1	<p>Tapestry and Google Classroom</p> <p>Daily zoom contact with teachers – available throughout the day.</p> <p>Specific tasks set and appropriate links to websites and resources e.g. Phonics, Dough Disco, Mathletics</p>	<p>Messages on Tapestry and Google Classroom to parents.</p> <p>Office email if needed</p> <p>Regular messages on the school App.</p> <p>Welfare calls made by the School Welfare Team.</p> <p>Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate.</p> <p>Pupils not online or completing remote learning will be referred and monitored by our Welfare Team.</p> <p>SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Tapestry and Google Classroom</p> <p>Additional as needed</p> <p>Set English and Maths based tasks are marked by the teacher every day.</p> <p>Other subjects and assignments set are marked when handed in</p>	<p>23 hours a week = 4 + hours daily</p>

<p>Year 2</p>	<p>Google Classroom Daily zoom contact with teachers – available throughout the day. Specific tasks set and appropriate links to websites and resources e.g. Phonics, Mathletics</p>	<p>Messages on Google Classroom. Office email if needed. Regular messages on the school App. Welfare calls made by the School Welfare Team. Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Google Classroom Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in</p>	<p>23 hours a week = 4+ hours daily</p>
<p>Year 3</p>	<p>Google Classroom Daily zoom lessons for core subjects. Specific tasks set and appropriate links to websites and resources e.g. Lexia, Mathletics, TT Rockstars</p>	<p>Messages on Google Classroom. Office email if needed. Regular messages on the school App. Welfare calls made by the School Welfare Team. Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Google Classroom. Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in. Resources like Lexia and Mathletics give pupils instant feedback. Quizzes set allow for instant feedback.</p>	<p>23 hours per week = 4+ hours daily</p>

<p>Year 4</p>	<p>Google Classroom Daily zoom lessons for core subjects. Specific tasks set and appropriate links to websites and resources e.g. Lexia, Mathletics, TT Rockstars</p>	<p>Messages on Google Classroom. Office email if needed Regular messages on the school App. Welfare calls made by the School Welfare Team. Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Google Classroom. Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in. Resources like Lexia and Mathletics give pupils instant feedback. Quizzes set allow for instant feedback.</p>	<p>23 hours per week = 4+ hours daily</p>
<p>Year 5</p>	<p>Google Classroom Daily zoom lessons for core subjects. Specific tasks set and appropriate links to websites and resources e.g. Lexia, Mathletics, TT Rockstars</p>	<p>Messages on Google Classroom. Office email if needed Regular messages on the school App. Welfare calls made by the School Welfare Team Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate. Pupils not online or completing remote learning will be referred and monitored by our Welfare Team. SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Google Classroom. Additional as needed Set English and Maths based tasks are marked by the teacher every day. Other subjects and assignments set are marked when handed in. Resources like Lexia and Mathletics give pupils instant feedback. Quizzes set allow for instant feedback.</p>	<p>23 hours per week = 4+ hours daily</p>

Year 6	<p>Google Classroom</p> <p>Daily zoom lessons for core subjects.</p> <p>Specific tasks set and appropriate links to websites and resources e.g. Lexia, Mathletics, TT Rockstars</p>	<p>Messages on Google Classroom</p> <p>Office email if needed</p> <p>Regular messages on the school App.</p> <p>Welfare calls made by the School Welfare Team.</p> <p>Additional contact via messaging/e-mail/ home visit/ text or phone call as appropriate.</p> <p>Pupils not online or completing remote learning will be referred and monitored by our Welfare Team.</p> <p>SEND pupils will receive a weekly phone call from the SEND Lead.</p>	<p>Via messages on Google Classroom.</p> <p>Additional as needed</p> <p>Set English and Maths based tasks are marked by the teacher every day.</p> <p>Other subjects and assignments set are marked when handed in.</p> <p>Resources like Lexia and Mathletics give pupils instant feedback.</p> <p>Quizzes set allow for instant feedback.</p>	<p>23 hours per week = 4+ hours daily</p>
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2. The role of children (particularly referring to Years 2-6)

- To participate in the activities set by the teacher to the best of their ability
- Listen when adults are speaking
- To ask questions when they do not understand
- To limit the use of the "chat function" to invited comments and tasks set or positive comments only (we recognise remote learning is possibly lonely and so some chat will help maintain connections)
- To use positive language in the Google Classroom and Zooms
- To ensure that they keep their log in details for all online learning platforms private

3. The role of the teacher

- To invite pupils to lessons in good time to allow all to access
- To share timetables of the day each day
- To try and involve remote pupils in the learning experience as much as is possible
- To deliver the planned curriculum wherever practical and relevant and to adjust accordingly
- To assess and change the learning offer as required
- To structure lessons in line with school expectations and policy
- To provide effective feedback to pupils
- To record the attendance on Google Classroom and Zoom to enable Headteacher and Deputy Headteacher to carry out their roles
- To listen to feedback received via office/support staff communication lines from children and families and seek to resolve concerns
- To inform the Headteacher and Deputy Headteacher of any pupils not following the set pupil protocol or not behaving appropriately.

4. The role of support staff

- To ensure in-school children are accessing the delivery by the class teacher; enabling the class teacher to spend at least some time with remote learners
- To liaise with parents with regular phone calls to check on child's learning and any barriers they are experiencing to being successful
- Office staff to support with passwords and log in details as required
- Office staff to raise identified queries or concerns with the right member of staff e.g. Class Teacher, SLT, SaFE Officer

5. The role of parents

- To ensure children access the remote learning offer - assist with the activities directly or ensure children are logged on and are ready to learn
- To collect any resources from school if asked to
- To raise queries or concerns through the office email (office@st-thomasmoreprimary.com) or call 01733 566005
- To not contact the teacher or any child through Zoom or Google Classroom, this is a distraction at an already challenging time
- To be considerate that a teacher is a professional doing their very best in challenging and difficult circumstances

6. The role of the Headteacher and Deputy Headteacher

- To ensure that remote learning plans meet the requirements set out by the DFE - at least 3hrs/4hrs per day
- To arrange support with technology issues where possible - there is no guarantee of 100% success
- Headteacher and Deputy Headteacher to 'Drop In' on lessons and the Google Classroom to monitor the quality of provision
- To respond to and resolve queries where possible
- To monitor the attendance of remote learning as rigorously as they do in school attendance
- To ensure that the dual expectation of in-class and remote learning does not negatively impact on teachers' well-being and workload
- To keep parents and carers informed through the APP and website.

7. The role of Governors

- To support the Headteacher and Deputy Headteacher in ensuring there are enough resources to deliver the online/remote offer
- To monitor, through Full Governing Body meetings, the implementation of the remote learning and of these protocols
- To handle any complaints that are made which have gone through the correct complaint procedures