



POLICY – BLENDED AND REMOTE LEARNING

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Author:	B. CANNING	Committee responsible for Review:	FGB
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Office use only:

Introduction

In the event of long-term closure or part-time attendance, staff at St Paul's Catholic Primary School will continue to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both.

Depending on the circumstances, learning will be conducted using in-school teaching and learning, educational packs of resources on the Website, or Tapestry for Early Years. Google classroom will be employed in the event of whole class or whole school closure. This will ensure that the needs of all pupils are catered for and will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class.

Teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. As part of this, the Continuum of Remote Learning will be embedded.

In all communications we will adhere to our commitment to maintaining pupil wellbeing. We realise that the circumstances that cause our school to adopt a 'blended learning' approach 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 and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; 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.

Expectations

In the case of long-term closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, we understand that work may be completed out of sync. That said, the work that pupils engage in during a period of closure, or as part of the 'blended learning' approach, will be part of our current planning and so cannot be considered as optional. Pupils and parents should consider the arrangements as set out in this document as highly recommended. Teaching staff will expect to receive all home assignments within a given timeframe. Should families encounter any difficulties with this arrangement, they must be discussed with the child's class teacher in the first instance.

Teaching staff will:

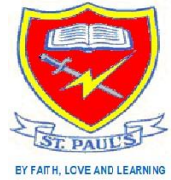
- Continue providing work and support in line with current, extensive planning that is already in place throughout the school.
- Give credence to the fact that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
- Ensure daily contact with pupils, either face-to-face or through the Website, Google classroom and Tapestry for Early Years.
- Reply to messages, set work and give feedback on learning/activities
- Understand that the circumstances may affect families in a number of ways.
- Inform the Headteacher (if unwell) and ensure cover by another staff member for sharing of activities and keeping in touch with parents.

Non-teaching Staff will:

- Support class teacher in preparation of support packs/activities.
- Inform the Headteacher (if unwell).
- Support, where necessary, individual/small groups of pupils by providing tailored activities which can either be used in school or when learning at home.
- Have access through Website and Tapestry for Early Years to support remote learning.
- Ensure their communications have been shared with the class teacher and/or SENDCO.

Pupils will:

- Adhere to all guidelines as directed by staff and comply with the class expectations.
- Be assured that wellbeing is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Undertake any tasks prepared for home learning.
- Endeavour to keep up to date with daily teaching and learning, either in-school, Google classroom, or using the website and Tapestry for Early Years
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly.
- Only access the material shared by their teacher and will ask for parental permission to use technology for anything beyond that.
- Read daily, either independently or with an adult.
- Consider learning a new skill, follow their own interests to discover more about the world around us or be creative, should an extended period of remote learning be required.



United Through Jesus in Faith, Love and Learning

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Parents will:

- Support their child's learning to the best of their ability.
- Ensure their child completes all home assignments (either hard copy or digital) and submits them to the class teacher.
- Ensure their child engages with the Website, Google classroom, or Tapestry for Early Years activities, set by their teacher.
- Not screenshot or copy any information, messages, or posts to share on social media or any other platform.
- Know they can continue to contact their class teacher as normal by email or by contacting the school office, if they require support of any kind.
- Check their child's completed work each day and encourage the progress that is being made.
- Be mindful of mental well-being of both themselves and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.

St Paul's whole school community (all staff, governors, parents and volunteers working in the school) are committed to safeguarding and promoting the welfare of our children. At St Paul's we recognize our duties under the Equality Act 2010. Everyone has the right to be treated with dignity and respect.