



St Mary's RC Voluntary Academy – Policy for Remote Learning

Produced
Review Date

October 2025
October 2026 (or more regularly as required)

Aims of introducing Remote Learning to support our curriculum

At St Mary's RC Primary School, a Voluntary Academy, when a class, group or small number of pupils are needing to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will have the capacity to offer immediate remote education.

Microsoft Teams

Following research into different platforms, we have adopted Microsoft Teams to facilitate our remote learning. This option was chosen as it provided the opportunity to upload work in different formats for pupils and for pupils to submit their work electronically. Feedback for work can be given online to ensure that we are maintaining links with pupils and their families, whilst maintaining the same levels of professionalism and confidentiality that we would expect in the classroom.

Other benefits include:-

- Staff scheduling learning in a manner that doesn't overwhelm the children
- Tailoring learning for individuals and changing this as time progresses
- The ability to set flexible tasks for different groups of pupils
- The ability to check-in with pupils as and when needed
- All staff in a class team are able to comment and access the work set
- SLT can monitor the work set and submitted and, in case of staff absence, set work for classes where individual teachers may be absent.

In all our communications and work set through Microsoft Teams, the wellbeing of our pupils is paramount. Initially, staff will use Microsoft Teams to set homework to allow parents and pupils to familiarise themselves with the platform. Paper copies will be available to support families initially.

At St Mary's RC Primary School, a Voluntary Academy, we will teach the same curriculum remotely as we do in school.

This will ensure school:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and we make sure staff are trained in their use.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools will work with families to deliver a broad and ambitious curriculum.
- Ensure all pupils are accessing the same curriculum provision as their peers, whether they are learning remotely or are in school.

Flexibility of Learning

We realise 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 so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology;

- Teachers may be trying to manage their home situation and the learning of their own children.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. The work that children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching staff will:-

- Share teaching and activities with their class through Microsoft Teams;
- Continue teaching in line with current, extensive planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through Microsoft Teams chat function;
- Only be expected to reply to messages, set work and give feedback on activities during normal teaching hours;
- Allow flexibility in the completion of activities, understanding the circumstances leading to our closure will affect families in a number of different ways;
- If unwell themselves, be covered by another member of staff for the sharing of activities and the follow-up of messages.

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 is vital;
- 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 ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;
- 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 will:-

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with Microsoft Teams;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Microsoft Teams;
- Know they can contact their class teacher through Microsoft Teams;
- 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 their child and encourage their child to take regular breaks, play games, get fresh air and relax.

How will pupils work be assessed and progress checked?

Our approach to feedback on pupil work is to ensure it is effective and ensures pupils have the opportunity to address misconceptions and make continuous progress with their learning.

Feedback can take many forms and may not always mean extensive written comments for individual children each day. At St Mary's RC Primary School, a Voluntary Academy Primary School, we will use a variety of techniques and strategies. Some of these are listed below for reference:

- Whole class feedback or quizzes marked automatically via Microsoft Teams
- Google meet sessions as necessary. These may be whole class or group meets where staff and pupils will have the opportunity to discuss and address any issues or misconceptions from lessons.
- Staff may also upload pre-recorded video clips that provide explanations and information that pupils can use to assist with their learning.
- Staff may also share example of excellent work and effective strategies used by other pupil in the class. These will be posted on either Microsoft Teams. As a minimum pupils will receive weekly feedback for each curriculum taught during the week.

Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home.

We acknowledge the difficulties this may place on families and we will work with these families in the following way:

- Teachers will upload individualised learning as appropriate dependent on the pupil's needs
- The use of assistive technology will be implemented as required, to support the pupil with
- their learning.
- Regular communication with parents and carers during working hours. This will either be by
- telephone, or Microsoft Teams.
- A place will always be offered to attend school for any pupil on the SEND register, in
- accordance with the DFE guidance.
- Staff may also upload pre-recorded video clips that provide explanations and information that
- pupils can use to assist with their learning.

Remote Learning Systems Access information

- Pupils from Year 1 upwards have a login for Microsoft Teams and can access activities set on the learning platform.

Other Online Learning Opportunities include:-

- Times Tables Rockstars for pupils in Y1 to Y6
- Other class specific subscriptions to resources

School and Parent Partnership

As a school we will aim to provide on-going support to families whose children will be being provided with remote education lessons. In return the expectation is that pupils will complete all work that is planned by the school, by the scheduled date. If this is not completed we will explore the reasons why and support families wherever possible. If upon the children's return the school the work has not been finished, this will need to be completed during the pupils own time at breaks and lunch times.

School / Parental communication

As per normal practice school and home communication will be during the school working hours. Please ensure all communication to school is via the normal channels of office telephone and email addresses.

admin@stjosephs.romerocat.com

The Teacher responsible for co-ordinating the Remote Learning Offering is Mrs E Lloyd.

The Designated Safeguarding Lead (DSL) responsible for overseeing Remote Learning is Mrs E Lloyd.

The Governor with oversight of the Remote Learning System is Mr K Heakin.