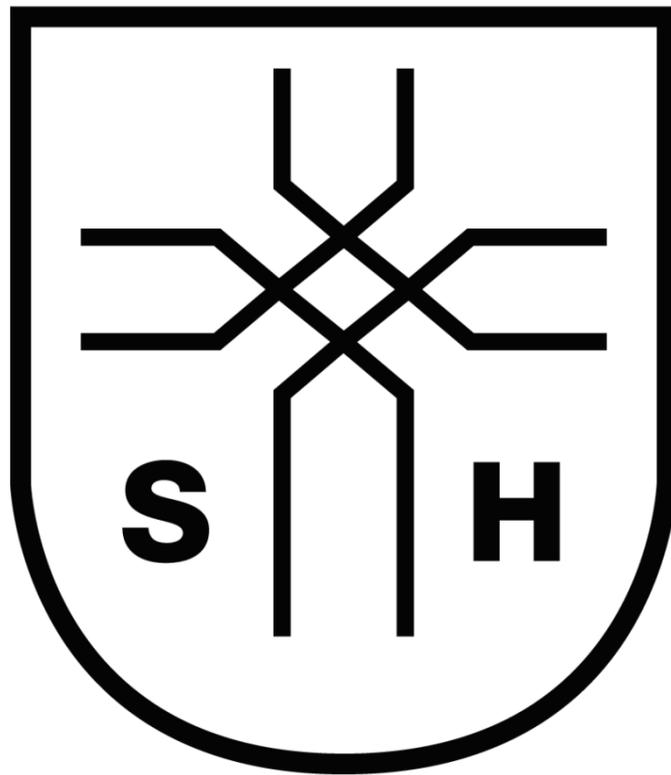


# Remote Learning Strategy



**Aims, Expectations and Guidance**  
**January 2021**

## **Aims and Expectations**

### **Role of Senior Leadership**

- ✓ Effectively communicate the Remote Learning Strategy to staff.
- ✓ Effectively communicate the Remote Learning Strategy to parents/families.
- ✓ Ensure that all families have good access to sufficient IT resources for children to effectively engage with remote learning.
- ✓ Effectively monitor the remote learning strategy for all classes.

### **Role of teachers**

- ✓ Effectively implement all aspects of the remote learning strategy.

### **Role of the parents/carers**

- ✓ Support their child to access all aspects of remote learning as required.

## Implementing the remote learning strategy

### Digital Platform

Sacred Heart Catholic Primary School has selected the following digital platforms

- Tapestry – Reception Class
- SeeSaw – Years 1 to Year 6

These digital platforms have been selected as both allow interaction, assessment and feedback for children and teachers.

### Teaching and Learning

The learning offer for children will be that of a 'typical' school day. All children will access all aspects of the school curriculum and this will follow the class/year group curriculum plan. Children will be provided with mix of live and pre-recorded learning experiences, and time for children to complete their work independently. Children's independent activities will be a combination of formal recorded work and creative projects. Children will be given the option to film, or voice record their responses where appropriate. If needed, resources will be made to support remote learning; pencils, papers, workbooks etc. The table below shows what children can expect to be provided each week whilst learning remotely.

Year Group	Daily Offer	Minimum 'Other Subject' Offer	Weekly Offer
Reception	<ul style="list-style-type: none"> <li>• Prayers</li> <li>• Communication and language opportunities</li> <li>• Reading opportunities</li> <li>• Listening to stories</li> <li>• Phonics (Story time/ teacher lead videos)</li> <li>• Maths</li> </ul>	<p><b>K&amp;U-</b></p> <ul style="list-style-type: none"> <li>• RE- 1 session per week</li> <li>• Science- 1 session per week</li> <li>• ICT- 1 session per week by using apps/ ongoing cross curriculum</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• PE- 1 session per week</li> <li>• Fine motor skill development- minimum 2 sessions per week</li> </ul> <p><b>Expressive art and design</b></p> <ul style="list-style-type: none"> <li>• 2 session per week (cross curriculum links/focus lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable</li> <li>• Live zoom on Thursday pm- PSED</li> <li>• Play therapy – selected pupils only</li> <li>• Speech and language- See SENCO timetable (selected pupils only)</li> <li>• Message from the Headteacher</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Welcome Message from the teacher</li> <li>• Mathematics (x4 per week)</li> <li>• Phonics</li> <li>• Reading</li> <li>• Prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and compositional writing– 3 session per week</li> <li>• Handwriting – 2 sessions per week</li> <li>• Science – 1 session per week</li> <li>• RE – 2 sessions per week</li> <li>• PE – 2 sessions per week</li> <li>• 'Theme' – 2 sessions per week</li> <li>• Music – 1 session per week</li> <li>• RRSA – 1 session per week</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable</li> <li>• Live Celebration Assembly (invited families)</li> <li>• Worship Assembly</li> <li>• 'Hang-out' session</li> <li>• Message from the Headteacher</li> <li>• Pre-arranged peripatetic music lesson (selected children only)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Welcome Message from the teacher</li> <li>• Mathematics (x4 per week)</li> <li>• Phonics/Spelling</li> <li>• Reading</li> <li>• Prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and compositional writing– 3 session per week</li> <li>• Handwriting – 2 sessions per week</li> <li>• Science – 1 session per week</li> </ul>	

		<ul style="list-style-type: none"> <li>• RE – 2 sessions per week</li> <li>• PE – 2 sessions per week</li> <li>• ‘Theme’ – 2 sessions per week</li> <li>• Music – 1 session per week</li> <li>• RRSA – 1 session per week</li> </ul>	
Year 3	<ul style="list-style-type: none"> <li>• Welcome Message from the teacher</li> <li>• Mathematics (x4 per week)</li> <li>• Reading</li> <li>• Spelling</li> <li>• Prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and compositional writing– 3 session per week</li> <li>• Handwriting – 2 sessions per week</li> <li>• Science – 1 session per week</li> <li>• RE – 2 sessions per week</li> <li>• PE – 2 sessions per week</li> <li>• ‘Theme’ – 2 sessions per week</li> <li>• 2 sessions of either Music, Languages or Computing per week.</li> <li>• RRSA – 1 session per week</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>• Welcome Message from the teacher</li> <li>• Mathematics (x4 per week)</li> <li>• Reading</li> <li>• Spelling/Grammar</li> <li>• Prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and compositional writing– 3 session per week</li> <li>• Handwriting – 2 sessions per week</li> <li>• Science – 1 session per week</li> <li>• RE – 2 sessions per week</li> <li>• PE – 2 sessions per week</li> <li>• ‘Theme’ – 2 sessions per week</li> <li>• 2 sessions of Music, Languages or Computing per week.</li> <li>• RRSA – 1 session per week</li> </ul>	
Year 5	<ul style="list-style-type: none"> <li>• Welcome Message from the teacher</li> <li>• Mathematics (x4 per week)</li> <li>• Reading</li> <li>• Spelling</li> <li>• Prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and compositional writing– 3 session per week</li> <li>• Handwriting – 2 sessions per week</li> <li>• Science – 1 session per week</li> <li>• RE – 2 sessions per week</li> <li>• PE – 2 sessions per week</li> <li>• ‘Theme’ – 2 sessions per week</li> <li>• 2 sessions of either Music, Languages or Computing per week.</li> <li>• RRSA – 1 session per week</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>• Welcome Message from the teacher</li> <li>• Mathematics (x4 per week)</li> <li>• Reading</li> <li>• Spelling</li> <li>• Prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and compositional writing– 3 session per week</li> <li>• Handwriting – 2 sessions per week</li> <li>• Science – 1 session per week</li> <li>• RE – 2 sessions per week</li> </ul>	

		<ul style="list-style-type: none"> <li>• PE – 2 sessions per week</li> <li>• ‘Theme’ – 2 sessions per week</li> <li>• 2 sessions of either Music, Languages or Computing per week.</li> <li>• RRSA – 1 session per week</li> </ul>	
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*\*Theme sessions including elements of the following subjects:-Art, DT, Geography and History*

### **Marking, Assessment and Feedback**

Staff will be available between during the ‘normal’ school hours to provide learning feedback. Children/families are encouraged to engage with this feedback platform to develop a purposeful home/school dialogue. We aim that feedback will be provided to each child on the same day that the work is completed. Feedback will be in line with our whole school marking policy. Each week a ‘remote learner of the week’ will be chosen and the child/family will be invited to join our remote live assembly.

### **Children with Special Educational Needs**

For those children with special education needs learning remotely, the SENCO/class teacher will be touch on the first day to develop a remote learning plan with the family that meets the needs of the child. All external support the child is receiving in school e.g. speech and language will move to virtual sessions. Both the school and the parent/child will access these sessions to maintain that home/school partnership. More frequent contact will take place with families with children with special educational needs to ensure that the child and family are supported during the period or remote learning. This contact may include ‘Zoom’ calls to allow the child/family to have that direct communication with their teacher/supportive adult.

### **Staying in Contact**

For those children learning remotely frequent safe and well calls will be made. All children will receive at least a weekly phone call from school to check in with their wellbeing and learning. Each week teacher will host a live ‘hang-out’ session for all children to attend. This session will take the form of a PSHE/circle time session allow children to have contact with one another.

### **Overcoming digital barriers**

If during any contact staff have with children a barrier is presented the following actions will take place:-

- Guidance will be provided for families to effectively access our chosen digital platforms.
- A device will be made available for all families who require them.
- A physical learning pack will be delivered to those families who, even after a device is provided, cannot access the digital learning platform.

### **Monitoring of the Remote Learning Strategy**

Teaching staff will be the first point of monitoring of the success of remote learning through their daily use of the digital platform. If they notice a child is not engaging with the remote learning, this will be reported to senior leaders and action will be taken to overcome any possible barrier to accessing this learning (see above).

Senior Leaders will monitor how effectively the remote learning strategy is being implemented by staff. A weekly monitoring exercise will occur with leaders completing an evaluation exercise for classes. All findings will be shared with staff.