

Remote Learning Policy



St. Mary's Primary School and
Nursery Unit

Introduction

During periods of remote learning, staff at St. Mary's Primary School and Nursery Unit will continue to provide education and support to our children using online learning. We will continue to support at school, through supervised learning, those children that fall into Key Worker and Vulnerable categories as endorsed by the Minister of Education (*Appendix 1 and Appendix 2*).

The majority of learning will take place using Seesaw, Google Classroom and Collaborate Ultra. Using these will allow staff to keep in contact in a professional and confidential manner with their class. Teachers will be able to schedule learning in a manner that does not overwhelm our children. The Minister of Education has asked schools to provide learning that resembles a school day but is not a complete timetabled day. In all communications we will prioritise the wellbeing of our children.

Flexibility of Learning

We understand that 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 and need to prioritise the needs of young people;
- teachers may be trying to manage their home situation and the learning of their own children; and
- 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. If for any reason you are affected by any of the above, please contact Mr Murray on dmurray538@c2kni.net

School Expectations

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 the children are engaging in is part of our current planning and cannot be considered as optional. Teachers will be expecting children to log on and complete daily activities. This will form the main component of our attendance strategy during periods of remote and online learning.

Teaching Staff will

- Share teaching and activities with their class through Seesaw, Google Classroom and Collaborate Ultra;
- Continue teaching in line with current 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;
- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 – 2pm (Nursery – P2) and 9 – 3pm (P3 – P7);
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways; and

- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow.

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;
- 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; and
- 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 Seesaw, Google Classroom or Collaborate Ultra posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Seesaw, Google Classroom and Collaborate Ultra;
- Know they can contact Mr Murray on dmurray538@c2kni.net for any work related enquiries;
- Check their child's completed work each day and encourage the progress that is being made; and
- 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.

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

Appendix 1 – Key Worker Categories

- Health and Social Care. This includes doctors, nurses, midwives, paramedics, social workers, home carers and staff required to maintain our health and social care sector;
- Education and childcare. This includes pre-school and teaching staff, social workers and those specialist education professionals who will remain active during the Covid-19 response;
- Public safety and national security. This includes civilians and officers in the police (including key contractors), Fire and Rescue Service, prison service and other national security roles;
- Transport. This will include those keeping air, water, road and rail transport modes operating during the Covid-19 response;
- Utilities, and Communication. This includes staff needed for oil, gas, electricity and water (including sewage) and primary industry supplies to continue during the Covid-19 response, as well as key staff in telecommunications, post and delivery, banking and waste disposal;
- Financial Services - This includes staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure);
- Food and other necessary goods. This includes those involved in food production, processing, distribution and sale, as well as those essential to the provision of other key goods (e.g. hygiene, medical, etc.);
- Retail. This includes those workers who have been working throughout the pandemic in food retail, for example, and will now extend to those working in other retail businesses permitted to operate by the Executive from June 2020;
- Other workers essential to delivering key public services such as the National Crime Agency; and
- Key national and local government including those administrative occupations essential to the effective delivery of the Covid-19 response.

Appendix 2 – Vulnerable Children Categories

The definition of Vulnerable Children as set out in the cross-departmental Vulnerable Children and Young People's Plan 2020 can be downloaded at <https://www.health-ni.gov.uk/consultations/consultation-cross-departmental-covid-19-vulnerable-children-and-young-peoples-plan>

- A child who has an assigned social worker because he or she is a child in need, in need of protection (or on the child protection register) or is a looked after child;
- A child in need includes young carers, children with disabilities, and children living in families where there is domestic abuse, substance abuse, and / or mental health difficulties;
- A child who is receiving support from, or has been referred to Child and Adolescent Mental Health Services (CAMHS);
- A child who has a statement of Special Educational Needs (SEN), a child who is accessing EOTAS, or a child who normally accesses Education Nurture Units;
- A child who is 'on-the-edge' of receiving support from children's social services;
- A child who is in need, including in need of protection, but whose need is not known to statutory services;
- A child who is not known to statutory or voluntary and community support services but who is vulnerable because their family is under increased pressure due to Covid-19 related circumstances;
- A young person who was previously a looked after child, whether or not they are receiving support from statutory services;
- A child who has been placed for adoption; and
- Asylum seeking and refugee children and children whose parents have no recourse to public funds.