Bunscoill Rhumsaa
Remote Learning Policy

This document explains our aims, principles and strategies for Remote Learning, which we define to be any learning that happens outside of the classroom and where the teacher is not present at the same location as the children. It includes our approaches to online learning, using digital technologies; blended learning, a mixture of face to face and remote methods, as well as synchronous and asynchronous approaches (live and pre recorded sessions). This policy explains what we will do to maximise the opportunities for children to learn through a variety of remote learning approaches here at Bunscoill Rhumsaa.

We believe that every child should be valued for their individual talents and the contribution they make to our community. We want children to have happy memories of their time at our school and be excited and motivated at the prospect of making the most of their learning. During an enforced lockdown, these principles remain and should be evident through our approach to remote learning.

Therefore, we are committed to working together, with our families and the local community, to ensure that all our pupils;

- Have support for their mental health and well-being

- Can access a broad and balanced curriculum

- Develop independence and confidence

- Have access to appropriate technology

- Feel part of our school community

Whilst we want to ensure that purposeful and appropriate learning takes place and that we are structuring and supporting this, we also acknowledge that trying to replicate a school day may not be the most practical or effective way. We understand that our families will have many different needs and therefore we aim to offer a flexible approach so that we support our children to learn in a way which suits their individual family's needs.

Our Principles for Remote Learning:
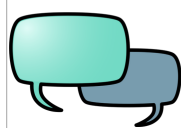
	Well-being of children, staff and family members is a priority. Our core principle is to continue to promote and support positive mental health and well-being whilst also ensuring children are accessing high quality, meaningful learning experiences and opportunities.
	We also acknowledge how important it is to maintain that feeling of strong community which we are all so proud of. All of our children, families and wider community members are important to us; our provision looks to support everyone who sits within our community.
	The quality of teaching remains the most important aspect of our remote learning provision, regardless of the mode of delivery. Our pedagogy will continue to focus on setting clear expectations, scaffolding and modelling learning (instruction), appropriate pupil activities (practise) and feedback.
	Priority will be given to ensuring that children can communicate with their teachers and each other in a safe and supportive online environment, in order to maintain a strong sense of classroom community and foster a sense of belonging.
	We will work with and understand the different needs and contexts of our families, giving individual support where required. This could include support to access online provision as well as providing families with specific help, resources or devices.
	We will continue to reflect and evaluate our provision ensuring we respond to changing requirements. We will seek and respond to feedback from all stakeholders including staff, children, parents and governors.

What will the school do?

As we want to ensure our approaches meet the needs of individual children and are matched to their skills and experiences, we have adopted a phase approach. Each phase uses the most appropriate methods and technologies whilst all adhering to the key principles which underpin our whole-school approach.

What technology does the school use?

This depends on the age and phase of the children; primarily we use Microsoft Teams, itsLearning and Education City to facilitate our online learning.

itsLearning	itsLearning provides the base platform for our remote learning provision. All pupils have access to this and it will usually form the first 'port of call' for remote learning. Through itsLearning, pupils can access learning activities, video and written chat with staff and links to external sites. They can also share photos, video, text and PDF documents with their class and/or teacher.
Microsoft Teams	This is our main platform for live and pre-recorded lessons by our teachers, as well as for our social 'class catch-ups'. Pupils are able to access Teams using the same log-in details as for itsLearning. Links to Teams sessions may be posted on itsLearning for each class, or teachers may invite pupils via the Teams app itself.
Education City	This online learning platform provides thousands of learning activities, all English National Curriculum linked, for pupils to complete independently. Our teachers may direct pupils to specific learning activities to support their current learning, or children can access Education City independently and enjoy many educational games and activities.

Specific arrangements for each phase

We will respond to individual needs of children and families. We will offer some opportunities for synchronous (real time) learning, using Microsoft Teams, as well as asynchronous learning (pre-recorded or prepared) opportunities will allow children to access the learning at a time that works for them and their families. This means they can stop, reflect, revisit and repeat any learning offered. This is an important aspect of appropriate distance learning.

Reception Class

● Children are provided with a range of core tasks over the course of the week, incorporating all Areas of Learning and Experience and including daily phonics

● In addition, a grid of suggested optional tasks will be provided each week to ensure that all learners are challenged appropriately

● Teachers will ensure that there are sufficient opportunities for non screen-based tasks; this allows families increased flexibility about where and when tasks are completed

● Teachers will ensure that the tasks planned are practical, authentic learning experiences which incorporate the Foundation Phase ethos, where possible

● In many cases, tasks will be accompanied by pre-recorded 'Teacher Instruction' videos which will support the children to complete the activities. These are an important tool in motivating our younger children to engage with the learning and sustaining connections between home and school

● Real time learning opportunities will be offered each week to children in Reception, allowing them to communicate directly with their teacher and friends.

Key Stage One (Year 1 and 2)

● Children are provided with a range of core tasks over the course of the week, incorporating literacy, numeracy and the broader curriculum.

● Teachers will ensure that there are sufficient opportunities for non screen-based activities; this allows families increased flexibility about where and when tasks are completed.

● In many cases, tasks will be accompanied by pre-recorded 'Teacher Instruction' videos which will support the children to complete the activities. These instructional videos will be used to introduce new concepts, model specific aspects of learning and provide children with opportunities to practise and consolidate their prior learning. These are also an important tool in motivating children to engage with the learning and sustaining connections between home and school.

● itsLearning is used to track pupil engagement. Pupils share work through this platform and will receive feedback on their progress; this is important in ensuring that children feel their work is valued. Class teachers will communicate directly with parents to provide additional learning support where appropriate.

● Real time learning opportunities will be offered each week, allowing children to communicate directly with their teacher and friends.

Lower Key Stage 2 (Years 3 and 4)

● A range of tasks are set for each week, focusing on literacy, numeracy and a range of cross curricular learning opportunities.

● In many cases, tasks will be accompanied by pre-recorded 'Teacher Instruction' videos which will support the children to complete the activities. These instructional videos will be used to introduce new concepts, model specific aspects of learning and provide children with opportunities to practise and consolidate prior learning. These are also an important tool in motivating children to engage with the learning and sustaining connections between home and school.

● Regular Teams drop-in sessions are also offered, giving children the opportunity to communicate with their class teacher and their classmates. These primarily have well-being as a focus. A register of attendance is kept.

● itsLearning is used to set work and track pupil progress and engagement. Pupils' work receives written or spoken feedback from the teacher. This is important in ensuring that children feel their work is valued and all pupils have access to understanding the feedback received.

● itsLearning and Teams has provided pupils with a platform, where they are able to communicate with their peers through an online message board. The rules of this social communication are set out clearly and expectations in the use of this is reiterated by teachers.

● Weekly planning meetings allow the phase to review what is going well and address anything that needs amending. The team works collaboratively whilst sharing roles and responsibilities to provide a broad range of engaging tasks for pupils of all abilities.

Upper Key Stage 2 (Years 5 and 6)

● A range of core tasks are set for the week, which include literacy, numeracy and cross curricular learning opportunities.

● In many cases, tasks will be accompanied by pre-recorded 'Teacher Instruction' videos which will support the children to complete the activities. These instructional videos will be used to introduce new concepts, model specific aspects of learning and provide children with opportunities to practise and consolidate prior learning. These are also an important tool in motivating children to engage with the learning and sustaining connections between home and school.

● Learning activities may be set using the 'Assignments' features in itsLearning or Teams, which provides 'due dates' and other features suitable for this age group.

● Regular Teams drop-in sessions are also offered, giving children the opportunity to communicate with their class teacher and their classmates. These primarily have well-being as a focus. A register of attendance is kept.

● Collaboration between pupils is encouraged through the use of itsLearning and Teams, using the chat function or collaborative workspace options.

● itsLearning is used to track pupil engagement. Pupils share work through this platform and will receive written or spoken feedback on their learning; this is important in ensuring that children feel their work is valued.

● Class teachers will communicate directly with parents to provide additional learning support where appropriate.

	Support is available for parents and family members. Mrs Stephanie Birchenough, our Child and Family Officer, and her team Mrs Sarah Smith & Mrs Anna Woodward, are available to discuss any individual concerns that families may have. They can offer well-being advice and guidance, so please contact school if you would like to speak with them. They also have an up-to-date itsLearning page, with areas for pupils, parents and staff which you can access in the usual way.

Policy Review Date: Easter 2021