



## The Holy Family Remote Learning Protocol 2020-21



This protocol has been designed to support pupils and parents during a self-isolation period and /or a class/school closure period to reduce the impact of loss on learning from school. In the event that your child needs to self-isolate or lessons are suspended for any period of time, we aim to establish a rigorous home- learning protocol to enable children to continue their education away from the school site with appropriate support structures to ensure equity for all children.

The senior leader with overall responsibility for remote learning is Mrs Katie Linnane (Head teacher), supported by Miss Cath Flynn (Deputy) Miss Lisa Clifford (KS1 phase leader) and Mrs Sarah Halawa (EY phase leader)

Please see appendix 1 which explains what remote learning will entail in the differing self-isolation scenarios and what you can expect at each period.

### **This protocol aims to set out:**

- Procedures and expectations for the wellbeing and safety of children and staff
- Provide a framework for learning and associated resources to support children's learning
- Ensures a consistent approach across all classes, with expectations for children, parents, and staff

Should your child be subject to self-isolation or schools be forced to close or go through sustained periods of extended closure due to the virus all children will be provided with a range of learning resources.

School will support families to access these resources through a combination of online and website-based learning. School will provide a suggested structure for families to follow and there will be a degree of expectation by the government that families follow these suggestions. School will ensure teachers are able to interact with children and families through Google Classrooms.

Learning will usually take the format of an 'explicit teaching' content block - with the teacher delivering a pre-recorded or live short learning input such as an introduction through an animated power point ,video, (around a maximum of 20 mins) with lots of opportunity for children to practise what they have learnt using both traditional methods and digital applications . Additionally, some learning materials (around 15-20 minutes) will be dedicated for practise on fluency and recall.

Some examples of the supplementary applications that may be used are shown below:

- Times Table Rock Stars
- Go Read
- Purple Mash

It is important to remember that school fully understand the challenges of Home Education whilst handling other work and family commitments. Our school will provide a range of learning materials for support whilst also responding to parents' enquiries. We recognise that some families will need long term support to develop the capacity within their home for their children to access all the learning resources.



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Each child from Y1-Y6 will be given a 'Home Learning Book'. The expectation is that they will complete all the set written work in this book with the same care that they use in their class books and bring the book to school when they return.



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### 1. Structure of the School Day (KS1-KS2)

The intention of this policy is to provide guidance for parents to ensure children can experience a range of educational learning experiences. It is not designed to provide a replacement structure for formalised learning. However, routines and structures are important, and to that end, we have provided **an example of what an effective learning week might look like**. It is not a formalised structure for families to follow but it is recommended, and we do advise that you try to adhere to the schedule as much as possible.

Please see Appendix 2 for greater detail regarding the amount of online remote education that will be provided and read further for how your child will be

Each lesson or sequence of lessons will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments with Google Classroom. Feedback will be given but will not be instantaneous and will vary due to the nature of remote learning.

#### Feedback on remote learning

As stated in the guidance above, teachers are available online throughout the school day to offer feedback and support as they would in a class situation.

On a more formal basis **KS1 and KS2** children can expect feedback on specific work as follows (this may vary slightly for Y1):

**English x2 pieces of work per week**

**Maths x 2 pieces of work per week**

**Topic work x 1 piece of work per week**

All submitted work will be recognised by the teacher.

**Early Years** – teachers will respond to work/photos with positive and encouraging comments where they feel it is appropriate.

### 2. What the Home Learning experience will look like in KS2

8.45-9.00	Registration Children to register attendance using Google Classroom, sharing feelings, thoughts and challenges. Children to speak to class teacher through Google Classroom to receive daily briefing about what they can do and feedback about how well their class is doing on specific learning content. Decide on a time slot for daily prayers/ Gospel Assembly				
Session 1 9.00-10.00	Maths/English (up to 20 mins max. input by teacher)	Maths/English (up to 20 mins max. input by teacher)	Maths/English (up to 20 mins max. input by teacher)	Maths/English (up to 20 mins max. input by teacher)	Maths/English (up to 20 mins max. input by teacher)
10-10.30 BREAK					

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Session 2 10.30- 11.30	Maths/English (up to 20 mins max. input by teacher)	Maths/English (up to 20 mins max. input by teacher)	Maths/English (up to 20 mins max. input by teacher)	Maths/English (up to 20 mins max. input by teacher)	Maths/English (up to 20 mins max. input by teacher)
Session 3 11.30- 12.30	RE	Foundation Subject	Foundation Subject	Science	Foundation Subject
<b>12.30-1.30 LUNCH BREAK</b>					
Session 4 1.30-2.30	Foundation Subject	Science	RE	Foundation Subject	Foundation Subject
2.30-3.15	<b>Connect Time:</b> An opportunity to discuss the days learning with the class teacher and ask questions if required. There will be an opportunity to evaluate the days learning.				

Foundation Subjects include: Science, PSHE, MFL (French), Geography, History, Music, Art/ DT

Years 3-6

- Years 3-6 will be using Google Classroom as online learning platforms during Home Learning.
- Daily, learning activities will be uploaded onto Google Classroom for children to access.
- Google Classroom enables teachers to give feedback to children on their learning, and children will be expected to share their learning on Google Classroom to allow the class teacher to do so.
- KS2 children will be using Google Classroom as a means to discuss learning misconceptions as well as ask any questions children may have.
- Children will be expected to practice their multiplication tables through Times Table Rock Stars
- Children will be expected to read and engage with the class novel. These will be shared /distributed to children at the start of each half term. Discussion groups will be set up through Google Classroom.
- All procedures are fluid and will be evaluated and reviewed accordingly. Parents can use the class email if there are any questions about the activities.

### 3. What the Home Learning experience will look like in KS1

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8.45- 9.00	Registration Children to register attendance using Google Classroom with an adult, sharing feelings, thoughts and challenges. Children to speak to class teacher through Google Classroom to receive daily briefing about what they can do and feedback about how well their class is doing on specific learning content. Decide on a time slot for daily prayers/ Gospel Assembly				
Session 1 9.00- 10.00	Phonics/English (up to 20 mins max. input by teacher)	Phonics/English (up to 20 mins max. input by teacher)	Phonics/English (up to 20 mins max. input by teacher)	Phonics/English (up to 20 mins max. input by teacher)	Phonics/English (up to 20 mins max. input by teacher)

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10-10.30 BREAK					
Session 2 10.30-11.30	Maths (up to 20 mins max. input by teacher)	Maths (up to 20 mins max. input by teacher)	Maths (up to 20 mins max. input by teacher)	Maths (up to 20 mins max. input by teacher)	Maths (up to 20 mins max. input by teacher)
Session 3 11.30-12.30	Reading Practice	Reading Practice	Reading Practice	Reading Practice	Reading Practice
12.30-1.30 LUNCH BREAK					
Session 4 1.30-2.30	RE	Foundation Subject/RE	Foundation Subject/RE	Science	Foundation Subject/RE
2.30-3.15	<b>Connect Time:</b> An opportunity to discuss the days learning with the class teacher and ask questions if required. There will be an opportunity to evaluate the days learning.				

### Year 1

- Year 1 will be using Google Classroom for Home Learning.
- Each day the Year 1 Class Teachers will be assigning one English and one Maths activity to the year group.
- For some of the activities you will hear voice notes or video instructions from the Year 1 teacher.
- Phonics sound mats and a hundred square will be sent home if required. Reading books will be provided via the class elibrary – logins provided on the bookmark.
- Parents can use the Y1 class email to ask questions about the activities.
- Connect time will be via Google Classroom

### Year 2

- Year 2 will be using Google Classroom for home learning.
- Every day, the Year 2 Class Teacher will be assigning one English and one Maths activity to the year group.
- For some of the activities you will hear voice notes or video instructions from the Year 2 teacher.
- Reading books will be provided via the class elibrary – logins provided on the bookmark.
- Year 2 will be using Google Classroom as a means to discuss learning misconceptions as well as ask any questions children may have.
- All procedures are fluid and will be evaluated and reviewed accordingly. Parents can use the Y2 class email to ask questions about the activities.
- Parents are expected to fill in the daily attendance register with their child which will be shared through Google Classroom.



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### 4. What the Home Learning experience will look like in Early Years

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.00	Registration Children to register attendance using Google Classroom with an adult, sharing feelings, thoughts and challenges. Children to speak to class teacher through Google Classroom to receive daily briefing about what they can do and feedback about how well their class is doing on specific learning content. Decide on a time slot for daily prayers/ Gospel Assembly				
Session 1 9.00-10.00	Phonics (teacher input/video)	Phonics (teacher input/video)	Phonics (teacher input/video)	Phonics (teacher input/video)	Phonics (teacher input/video)
10-10.30 BREAK					
Session 2 10.30-11.30	Teacher Input This will be decided on a daily basis and will cover all other areas of EYFS Learning and Development. These will cover: Personal, Social and emotional; Communication and Language; Physical Development Maths; Literacy; Expressive Arts and Design; Understanding of the World				
Session 3 11.30-12.30	Free Flow Activities The class teacher will share some ideas for activities that you can do around the house to help you focus your child's skills according to the days focus. This may be fine motor Movement Expressive art				
12.00-1.00 LUNCH BREAK					
Session 4 1.00-1.30	Story time	Story time	Story time	Story time	Story time
2.30-3.15	<b>Connect Time:</b> An opportunity to discuss the days learning with the class teacher and ask questions if required. There will be an opportunity to evaluate the days learning.				

For early years children we will be predominantly using Google Classroom to interact with parents and children, ensuring that there will be limited screen-time and as much practical activity opportunities as possible.

- There will be a daily morning welcome and hello from the class teacher explaining what they will be doing for the day. Following that videos will be posted onto Google Classroom parents will be able to ask questions so that all will be able to see answers. Parents will also be able to ask questions also on the Reception or Nursery Email.
- Each day there will be a maths and phonics session with practical activities with resources that can be found around the house.
- Reading books will be provided via the class eLibrary – logins provided on the bookmark.
- Each day there will also be another practical activity to carry out which will support other areas of the EYFS Curriculum,
- There will also be daily story time sessions.

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### 5. Collective Worship

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Gospel Assembly</b> Will be a available on school website – 'Religious Life' – 'Collective Worship'	<b>Class collective worship</b> Shared by class teacher	<b>Wednesday Word</b> Will be available on school website – 'Religious Life' – 'Collective Worship'	<b>Class collective worship</b> Shared by class teacher	<b>Class collective worship</b> Shared by class teacher  Teacher will award 'Star of the Week' for effort and engagement in home learning.

### 6. Roles and Responsibilities (Children)

Maintain your excellent progress at school by:

- Dedicating appropriate time to learning, your teacher will give you guidance to time expectations.
- Record your work with the same care to presentation as you would at school.
- Check Google Classroom or the school website to understand your teachers' expectations of what you are learning and what you need to do.
- When you are working at home make sure you choose a quiet space free from distractions (such as TV).
- Remember you should still do your own work! Parents/helpers can help but not do the work for you.
- Keep healthy habits and take breaks away from devices between scheduled lessons
- No eating during lesson time. You may have a drink at the table
- Make sure you are suitably dressed when working
- Sit at a table or desk where possible

### 7. Roles and Responsibilities (Parents)

Support your child/ren in their learning by:

- Consider the age of your child- adjust home learning environment to suit their educational needs.
- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- Respect that teachers will respond in a reasonable time frame but will not be instantly available.
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening)
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.

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- Monitor their access
- Ensure they fully engage and follow expectations

Questions related to:	Contact:	Typical response time
Home Learning	Class teacher via Google Classroom or class email	At the end of each day through Connect Time or via email
Technology	Class teacher via Google Classroom or the school office	

It is the expectation that all children engage with the remote learning set as they would in school. Attendance should be registered in the morning and afternoon. Teachers will email and/or phone if a child does not engage in remote learning, including submitting work regularly, to establish how they can give further support. Persistent non-engagement with remote learning will lead to contact from a member of the Senior Leadership Team to establish why.

### **Devices and internet access**

Families without an adequate device for their child/ren should contact the school office where a device will be loaned to enable access. Families without adequate internet connection should contact the school office where data will be gifted and a long term solution reached if necessary.

### **Children with identified SEND**

Children in receipt of an EHCP are expected to attend school each day, however this remains parental choice.

The school SENDCO, Mrs Pam Bell, will make contact with parents on at least a weekly basis and more regularly where needed to offer guidance and support. Children with SEND will be set appropriate, differentiated work that they will be able to access at home by their class teacher. This will be in paper form if required.



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### Appendix 1

Scenarios	Teaching and learning provided by school
<b>Scenario 1</b> Child is unwell and absent from school	<ul style="list-style-type: none"><li>• Child is not well enough to attend school and access learning – no work given – as normal</li></ul>
<b>Scenario 2</b> Child is unwell and absent with COVID symptoms	<ul style="list-style-type: none"><li>• Child is not well enough to attend school and access learning – no work given – as normal</li></ul>
<b>Scenario 3</b> Child has COVID symptoms and is waiting for a test or for test results and now feels well	<ul style="list-style-type: none"><li>• Child has been waiting to access a test or for test results for <b>more than 2 days</b></li><li>• Oak academy lessons linked to class learning sent home to parents daily via email. Maths, English, one topic</li><li>• For families that have issues accessing online lessons workbooks will be purchased and work set from this linked to learning taking place in class.</li><li>• Project work linked to learning taking place in class may be set</li><li>• This work will be communicated via email</li></ul>
<b>Scenario 4</b> Sibling of a child with symptoms waiting for a test or results	<ul style="list-style-type: none"><li>• Child has been waiting for a symptomatic sibling to access a test or for test results for <b>more than 2 days</b></li><li>• Oak academy lessons linked to class learning sent home to parents daily via email. Maths, English, one topic.</li><li>• For families that have issues accessing online lessons workbooks will be purchased and work set from this linked to learning taking place in class.</li><li>• Project work linked to learning taking place in class may be set</li><li>• This work will be communicated via email</li></ul>
<b>Scenario 5</b> Child in quarantine due to travel or in self-isolation due to a family member with a positive result	<ul style="list-style-type: none"><li>• Oak academy lessons linked to class learning sent home to parents daily via email. Maths, English, one topic.</li><li>• For families that have issues accessing online lessons workbooks will be purchased and work set from this linked to learning taking place in class.</li><li>• Project work linked to learning taking place in class maybe set</li><li>• This work will be communicated via email</li></ul>
<b>Scenario 6</b> Child/staff member has a positive COVID result whole class in self-isolation  National lockdown – school closure for all children except those of Critical Workers or identified as vulnerable.	<ul style="list-style-type: none"><li>• Class teacher teaches remotely – if class teacher is unwell and cannot teach another teacher (HT/HLTA) does this.</li><li>• Google Classrooms is used to facilitate full remote learning.</li><li>• We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in non-core (topic) subjects due to coverage.</li></ul>



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### Appendix 2

Year group	Guidance and advice
5/6	<p>The guidance is up to 4 hours remote learning per day</p> <ul style="list-style-type: none"><li>• Children of this age group should be fairly independent in their learning and should now be familiar with Google Classrooms, the routines of the day and the teacher's expectations.</li><li>• Four lessons per day will be set and you should encourage your child to break these lessons up into hour chunks throughout the day, your child may need guidance with this. Teachers have shared an advised weekly timetable; however this is only a suggestion and you and your child must organise your day in a way that suits you and your family's needs.</li><li>• Teachers are available online for the school day for children to contact for support with their learning. Please be patient in your expectations of a response as there can often be a large number of queries.</li><li>• Where possible it is advisable to complete work within the 'school day' but extra time to submit work may be possible in agreement with the teacher.</li><li>• Children should be able to submit their own work independently. Please check that your child has submitted all the work requested, teachers will monitor this daily.</li></ul>
3/4	<p>The guidance is up to 4 remote hours learning per day</p> <ul style="list-style-type: none"><li>• Children of this age group should now be able to login to Google Classroom independently and access the work for the day. They should be becoming more familiar with the routines of the day and teacher expectations.</li><li>• Three to four lessons per day will be set and you should support your child to organise their learning day each morning. Teachers have shared an advised weekly timetable, however this is only a suggestion and you and your child must organise your day in a way that suits you and your family's needs.</li><li>• Teachers are available online for the school day for children to contact for support with their learning. Please be patient in your expectations of a response as there can often be a large number of queries.</li><li>• Where possible it is advisable to complete work within the 'school day' but extra time to submit work may be possible in agreement with the teacher.</li><li>• Your child may need support to submit their work at the end of each school day. Tips on how to scan work and email directly are on the school website under 'Google Classroom'. Please check that your child has submitted all the work requested, teachers will monitor this daily.</li></ul>



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1/2	<p>The guidance is up to 3 hours of remote learning per day – this may be slightly less for Year 1 children.</p> <ul style="list-style-type: none"> <li>• Children of this age will need an adult to support them with their learning and therefore you should organise your day in a way which allows you to do this.</li> <li>• A daily phonics/English lesson will be set, alongside maths, topic/RE and reading time. Teachers will be available online for the school day to support with learning. Please be patient in your expectations of a response as there can often be a large number of queries.</li> <li>• Ensure you help your child to register at the beginning of the day and join connect time at the end of the day. There is a suggested timetable for the day, but this can be adapted to suit your needs.</li> <li>• Please submit your child’s work at the end of each day. Tips on how to scan work and email directly are on the school website under ‘Google Classroom’. Please ensure that you have submitted all the work requested, teachers will monitor this daily.</li> </ul>
EY	<p>The guidance is up to 3 hours per day– less for younger children (somewhere between 2-3 hours)</p> <ul style="list-style-type: none"> <li>• Please register your child’s attendance each morning and join connect time at the end of the day.</li> <li>• A daily phonics session will be set and maths/English/topic. Suggestions for games and structured play will also be shared. Please structure your day to fit in with your other commitments as some of you will have older children that also need support.</li> <li>• Story time will be provided daily, and this can be used at any time of the day – it may be useful as part of the bedtime routine.</li> <li>• Please submit photographs of your child’s learning to your class teacher as required.</li> </ul>

### Live lesson/interaction expectations

EY		Live connect time - interactive story time
KS1		Live Connect time - interactive story time
LKS2	Live registration - explain the tasks for the day, any questions	Live Connect Time - discussion of learning, round up of the day. Chapter from class book
UKS2	Begin live lessons - english/maths first lesson This will build up to one live lesson each day	Live Connect Time - discussion of learning/round up of the day