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REMOTE LEARNING POLICY

Blended Learning Introduction

Schools in NI have been greatly impacted by Corona virus and subsequent restrictions which have been put in place. We want to do everything we can to reduce any further disruption to our pupils' learning. We have used a blended learning approach for many years in our school and our pupils have access to numerous apps and online learning platforms to support their learning. This made the move to online learning during Lockdown relatively straightforward for our school community. We now want to look at how to further use online learning to support pupils during the pandemic should they have to miss time at school as a direct result of Covid restrictions.

In the event of school closures, class bubbles having to self-isolate or partially self-isolate or pupils having to individually self-isolate, the staff at St Mary's Primary School will continue to provide a high quality education and support to our pupils. Depending on the circumstances, learning will be conducted using in-school teaching and learning, educational packs of resources and the use of the Seesaw/Google Classroom Class app and other online resources. This will ensure that the needs of all pupils are addressed and the Seesaw/Google Classroom App will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class. Teachers will be able to schedule learning to be completed within a reasonable time frame. Teaching and learning can be tailored, changed and updated as time progresses. In all communications we will adhere to our commitment to maintaining pupil wellbeing.

Flexibility

When pupils have to spend time at home as a consequence of self-isolation etc. we understand that this can place a significant strain on a family and we fully appreciate that every family's circumstances will also differ. In our planning and expectations, we are aware of the need for flexibility from all sides: parents may be trying to work from home and so access to technology as a family may be limited; teachers may also be trying to manage their own home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities. We also have to accept that technology will not always work in the way we want it to work and there may be issues with internet connection etc. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.



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Expectations

In the event of further school closures or pupils self-isolating, we will continue to provide structured support to our pupils and parents. We will at all times be mindful of the need for flexibility, we understand that work may be completed out of sync or may not always be returned on the same day. The work that pupils undertake during a period of closure, or as part of the 'blended learning' approach, will be directly linked to our current planning, therefore, we highly recommend that pupils try to complete as much of this work as possible.

Teaching staff will ideally expect to receive all home assignments within a 24-hour timeframe. However, we understand that this may not always be possible and if a pupil requires additional time to complete an assignment this can be arranged with the class teacher

Teaching staff will:

- Place significant emphasis on pastoral development within the classroom.
- Prepare weekly resources to meet the needs of each child and paper copies will be available for parents on request.
- Share teaching and learning activities with their class through Seesaw/Google Classroom .
- Continue providing work and support in line with current, extensive planning that is already in place throughout the school.
- Give credence to the fact that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
- Ensure daily contact with pupils through Seesaw/Google Classroom .
- Reply to messages, set work and give feedback on learning/activities, within a 24-hour period wherever possible.
- Understand that each family's circumstances will be different and therefore, allow for flexibility.
- Inform principal of pupils not engaging with the remote learning.
- Inform the Principal if unwell and ensure cover by another staff member
- Keep parents informed of any school announcements etc.

Non-Teaching Staff will:

- Support class teacher in preparation of support packs/activities.



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- Inform the Principal (if unwell).
- Ensure their communications have been shared with the class teacher and/or SENCO

Pupils will:

- Adhere to all guidelines as directed by staff
- Be assured that wellbeing is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- Undertake any tasks prepared for home learning
- Endeavour to keep up-to-date with daily teaching and learning, either in-school or using Seesaw/Google Classroom .
- 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 will ask for parental permission to use any other technology.
- Read daily, either independently or with an adult
- Use of Accelerated Maths/Reading on a daily basis.

Parents will:

- Support their child's learning to the best of their ability with the support of school staff.
- Ensure their child completes all home assignments (either hard copy or digital) and submit them to the class teacher within 24 hours where possible.
- Ensure their child engages with Seesaw/Google Classroom activities, set by their teacher.
- Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of Seesaw/Google Classroom .
- Know they can continue to contact their class teacher as normal through the Seesaw/Google Classroom App or by contacting the school office, if they require support of any kind.
- 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 when working at home



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P1 – P4 Blended Learning Plan (in the event of ‘class bubble’ isolating)

Role of Parents

As Foundation stage pupils are still developing their independence and self-management skills, a teacher-parent partnership is crucial for pupils to engage in Blended Learning tasks successfully. We understand that Foundation stage pupils will require adult support to be able to access on-line resources and complete other learning experiences. The learning tasks and activities provide direction and support to families with the understanding that task completion depends on each individual families' circumstances.

We recognise that parents may have more than one child to guide, therefore we take this into account when we plan learning experiences. We will plan online learning experiences to be completed with moderate parental involvement and will plan age appropriate practical learning experiences to develop independence and self-management with the encouragement of an adult.

As a parent of a Foundation Stage child, we ask you for the following support:

- Increase your familiarity with **Seesaw** as it will be our primary platform for Blended Learning.
- View the weekly parent guide on **Seesaw** with your child where their teacher will welcome you to a new week of learning and introduce a plan/timetable for the week.
- Monitor daily **Seesaw** updates and check with your child the tasks, activities and assessments for that day.
- Designate a place where your child will work independently on his/her assigned tasks.
- Talk to your child about what he or she is learning.
- Support your child's ability to cope and manage concentrating and focusing for periods of time. Observe when a break may be necessary. Encourage your child to finish tasks.
- Monitor your child's workload and support them in getting work completed on time.
- Private message your child's teacher if you or your child have questions and/or your child needs extra help and support. (we aim to be present to help and support within 24hours)

Content and Timing specific

Blended Learning will focus on developing new skills, knowledge, understandings, and routines, as well as review and practice.

- All learning tasks for each **day** will be posted on **Seesaw** by 9am on the **day**.
- A daily message with further support will be posted on **Seesaw** for the activities for the remaining days of the week.



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- A concluding message will be posted on **Seesaw/Google Classroom** by 3 pm on a Friday to give an overall evaluation of the work that week.

Assessment and Evaluation

- Teachers will monitor student progress through the activities that pupils engage in on **Seesaw/Google Classroom** and other digital platforms. Teachers will provide daily, specific and constructive feedback for each pupil on completed activities.
- Teachers will adjust lessons as needed to meet the learning needs of their pupil's.
- Any formative assessments administered will be included in the daily time guidelines for each subject area. During face to face time in school more formal assessment and observations can be administered.
- When ready the children will be encouraged to develop a range of Self-Management Skills including the self-evaluation of their work.

P5 – P7 Blended Learning Plan (in the event of a 'class bubble' having to isolate)

Role of Parents

As Key Stage Two pupils are developing their independence, a teacher-parent partnership is necessary for pupils to engage in Blended Learning tasks and to access on-line resources. The learning tasks and activities provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. We recognise that parents may have more than one child to guide, therefore we have framed the learning experience to require minimal parental involvement and a maximum of 1-hour screen time.

As a parent of a P5 – P7 child, we ask you for the following support:

- Increase your familiarity with **Google Classroom** as it will be our primary platform for Blended Learning.
- View the **work** on **Google Classroom** with your child where their teacher will welcome your **child each day**.
- Monitor daily **Google Classroom** updates and check with your child the tasks, activities and assessments for that day.



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- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaged in to check for understanding.
- Monitor your child's workload and support them in getting work completed on time.
- Private message your child's teacher if you or your child have questions and/or your child needs extra help and support. (we aim to be present to help and support within 24hours)

Content and Timing

Blended Learning will focus on developing new skills, knowledge, understandings, and concepts, as well as review and practice.

- All learning tasks for each week will be posted on **Google Classroom** by 9am on the Monday morning (this may be uploaded on a Sunday evening in preparation for Monday)
- A daily live session with further support will be posted on **Google Classroom** for the activities for the remaining days of the week.
- A concluding message will be posted on **Google Classroom** by 3 pm on a Friday to give an overall evaluation of the work that week.

Assessment and Evaluation

- Teachers will monitor student progress through the activities that students engage in on **Google Classroom** and other digital platforms.
- Teachers will provide daily, specific and constructive feedback for each pupil.
- Teachers will adjust lessons as needed to meet the learning needs of their pupil's.
- Any formative assessments administered will be included in the daily time guidelines for each subject area. During face to face time in school more formal assessment can be administered.
- Children will be encouraged to develop a range of Self-Management Skills including the self-evaluation of their work.

P1 –P4 Blended Learning Plan (in the event of a child having to isolate)

Role of Parents

As Foundation stage pupils are still developing their independence and self-management skills, a teacher-parent partnership is crucial for pupils to engage in Blended Learning tasks successfully. We understand that Foundation stage pupils will require adult support to be able to access on-line resources and complete other learning experiences. The learning tasks and activities provide



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direction and support to families with the understanding that task completion depends on each individual families' circumstances.

We recognise that parents may have more than one child to guide, therefore we take this into account when we plan learning experiences. We will plan online learning experiences to be completed with moderate parental involvement and will plan age appropriate practical learning experiences to develop independence and self-management with the encouragement of an adult.

As a parent of a Foundation, we ask you for the following support:

- Increase your familiarity with **Seesaw** as it will be our primary platform for Blended Learning.
- View the weekly parent guide on **Seesaw** with your child where their teacher will welcome you to a new week of learning and introduce a plan/timetable for the week.
- Talk to your child about what he or she is learning.
- Support your child's ability to cope and manage concentrating and focusing for periods of time. Observe when a break may be necessary. Encourage your child to finish tasks.
- Monitor daily **Seesaw** updates and check with your child the tasks, activities and assessments for that day.
- Designate a place where your child will work independently on his/her assigned tasks.
- Private message your child's teacher if you or your child have questions and/or your child needs extra help and support. (we aim to be present to help and support within 24hours)

Content and Timing

Blended Learning will focus on developing new skills, knowledge, understandings, and concepts, as well as review and practice.

- All learning tasks for each week will be posted on **Seesaw** on the Monday morning (this may be uploaded beforehand in preparation for Monday)
- A minimum of 2 tasks from the weekly timetable will be uploaded daily.
- Feedback will be given in line with the school marking policy.

Assessment and Evaluation

- Teachers will monitor student progress through the activities that students engage in on **Seesaw** and other digital platforms.



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- Teachers will view the child's work daily and provide specific and constructive feedback if necessary.
- Teachers will adjust lessons as needed to meet the learning needs of their pupil's.
- Any formative assessments administered will be included in the daily time guidelines for each subject area. During face to face time in school more formal assessment can be administered.
- Children will be encouraged to develop a range of Self-Management Skills including the self-evaluation of their work (when ready).

P5 – P7 Blended Learning Plan (in the event of a child having to isolate)

Role of Parents

As **P5 – P7** pupils are developing their independence, a teacher-parent partnership is necessary for pupils to engage in Blended Learning tasks and to access on-line resources. The learning tasks and activities provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. We recognise that parents may have more than one child to guide, therefore we have framed the learning experience to require minimal parental involvement and a maximum of 1-hour screen time.

As a parent of a Key Stage Two child, we ask you for the following support:

- **Increase your familiarity with Google Classroom** as it will be our primary platform for Blended Learning.
- View the weekly parent guide on **Google Classroom** with your child where their teacher will welcome you to a new week of learning and introduce a plan/timetable for the week.
- Monitor daily **Google Classroom** updates and check with your child the tasks, activities and assessments for that day.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaged in to check for understanding.
- Monitor your child's workload and support them in getting work completed on time.
- Private message your child's teacher if you or your child have questions and/or your child needs extra help and support. (we aim to be present to help and support within 24hours)

Content and Timing



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Blended Learning will focus on developing new skills, knowledge, understandings, and concepts, as well as review and practice.

- All learning tasks for each week will be posted on **Seesaw/Google Classroom** on the Monday morning (this may be uploaded beforehand in preparation for Monday)
- Tasks from the weekly timetable will be uploaded daily.
- Feedback will be given in line with the school marking policy.

Assessment and Evaluation

- Teachers will monitor student progress through the activities that students engage in on **Google Classroom** and other digital platforms.
- Teachers will view the child's work daily and provide specific and constructive feedback if necessary.
- Teachers will adjust lessons as needed to meet the learning needs of their pupil's.
- Any formative assessments administered will be included in the daily time guidelines for each subject area. During face to face time in school more formal assessment can be administered.
- Children will be encouraged to develop a range of Self-Management Skills including the self-evaluation of their work.



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