



St Joseph's Catholic Primary School
part of
The Good Shepherd Catholic Trust



Remote Learning Policy

Owner: Mrs A Hinton (Headteacher)
Approved by: Mrs G Spencer (Chair of Governors)
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Next review date: Autumn 2029



Aims

Since March 2020 online learning has become more prevalent and schools, including St Joseph's, have adapted to ensure that children's education remains consistent regardless of whether there are any restrictions in place.

This policy contains the important information linked to best practice, online safety, resources as well as the support for the learners, parents/carers and staff. Online learning doesn't replace face to face teaching in the classroom, but it facilitates the learners to complete learning.

This remote learning policy for aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Ensure remote learning is ready to be available as soon as needed.
- Provide consistency in the approach to remote learning for all pupils, including those with SEND, using quality on-line and off-line resources.
- Ensure that school continues to provide a high quality, broad curriculum and support pupils' well-being and learning needs.
- Check that pupils are embedding their learning and learning new skills/ applying new knowledge.
- Ensure that pupils who lack the relevant equipment are supported accordingly.

Roles and responsibilities

The Headteacher is responsible for Teaching and Learning and is supported by the Deputy Headteacher and SENCO as well as subject leaders and class teachers. It is the responsibility of every class teacher and they are supported by the school leadership team to ensure that all children are able to access learning, make progress and sustain their learning.

Teachers are responsible for their pupil's pastoral wellbeing and report to the SLT if a pupil is not engaging on-line. If there is a wider school move to on-line learning for example during a whole school closure, a contact chain will be established in school so that the office makes the initial contact with the child's parents and the Headteacher makes the final contact. Staff also have the opportunity to liaise about pastoral and welfare issues as part of the weekly staff meetings and during catch up sessions with the Headteacher and Deputy Headteacher.

Unless there are extenuating circumstances the school will always place the health safety of the children above their learning needs and will, as previously the case during COVID, provide 1:1 sessions, pre-teaching, personalised timetables and personalised learning at home. This ensures that we are able to support the individual's learning needs and also ensure their safety. This will be reviewed on a weekly basis by the SENDCO and Senior Leadership Team and will apply when there is a whole school closure.



Teachers

When providing remote learning, teachers will be available between 8.40am and 3.20pm i.e. normal hours in school.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. In the event of an absence the member of staff should call the Headteacher.

When providing remote learning, teachers are responsible for liaising with their parallel teacher to ensure that the quality of provision is in line with school expectations. Staff are supported to ensure that good practice is shared and that the quality of provision meets our children's needs.

Teachers will:-

- Provide lessons and activities as agreed and use the school expected protocols for sending them out via email to parents.
- Set work for children of all abilities.
- Provide one lesson of English, Maths and RE plus one Foundation subject lesson per day.
- Mark any work that is returned to school by pupils and use this to inform their judgements of pupil progress during this time.
- Continue to liaise with the School Office and SLT about any pupils who are not engaging or about any child who there is a concern/ worry about.
- Staff will not engage in email dialogue with parents - all emails will be sent out via the school office.
- If a teacher is attending a phone/virtual meeting with a parent, they should ensure that the SLT is aware of this meeting. Staff must be mindful that this is a professional meeting and ensure that the dialogue is in line with school expectations at all times.
- In the event of a wider school closure, as in the case for COVID 19, all staff will be given a Wellbeing Buddy to support them with any issues including the challenge of Remote Learning. Teachers are welcome to undertake Remote Learning in school (or at home) if this supports them in managing their workload, balancing their commitments and also supporting their mental wellbeing.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between their normal contracted hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. In the event of an absence the member of staff should call the Headteacher.



When assisting with remote learning, teaching assistants are responsible for:

- Teaching Assistants may be managing class and year group 'bubbles' in school which is enabling teachers to deliver remote lessons and support.

In the event of a wider school closure, it may be that, as in the case of COVID 19, children in school are not being taught by their usual class teacher.

Good Practice

The DfE has published a guide to good practice in remote learning. The salient points include:

- The period since 23 March 2020 has been one of great innovation in remote learning.
- This has enabled students to continue to learn and progress and mitigate any widening of the gap for the disadvantaged.
- A carefully sequenced curriculum is necessary so that remote learning has a clear role.
- Effectiveness of remote learning is determined by many of the same factors that determine the effectiveness of live classroom teaching, such as: ensuring pupils receive clear explanations; supporting growth in confidence with new material through scaffolded practice; application of new knowledge and skills; enabling pupils to receive feedback on how to progress.
- Where remote learning can recreate interaction seen in the best live classrooms, teaching is likely to be more supportive, support pupil motivation and lead to better progress.
- Access to appropriate devices and connectivity is essential for technology-led approaches to remote learning and thus it may be useful for schools to: maintain an up-to-date record of which pupils and families do not have device or internet access; provide laptops and chargers to identified families with usage or loan agreements.
- Interactive platforms such as Microsoft Teams or Google Classrooms are increasingly popular in creating virtual classes by drawing information from schools' Management Information Systems, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons.
- These platforms can be enhanced by using applications which allow for easy video recording of teaching, explaining and questioning - tests and quizzes are easily available.
- Text books can be issued to pupils to complement and support lessons.
- Recorded lessons can be accessed later by pupils and teachers can rate progress and adapt future learning.
- These platforms can be also used for assemblies, professional development and whole staff briefings.



- Frequent contact between teacher and pupil is crucial in remote learning.
- Continuing to teach most or all of the normal planned curriculum is important - video demonstrations can often help with more practical work.
- On communication, it is important to use school email addresses. Groups can be set up to streamline communication.
- More interactive, teacher-led approaches tend to work better than lengthy open-ended projects and research.
- School-owned laptops can be distributed with a user agreement or contract. Large-screen smartphones also provide access.
- Pupils can submit work through a variety of methods such as using multi-functional remote platforms.
- Schools should monitor pupil engagement in remote learning - participation and motivation levels and feedback to pupils and parents.
- Assessing pupil progress can be managed through tests and quizzes pre and post lesson.
- Very young pupils should be engaged in early reading work and parents informed of the most effective ways of working with their children.
- Pupils with SEND may need specific individualised planning - support of adults in the home will be significant.
- Good communication between parents and schools is vital and could involve group seminars.

It is envisaged that should the whole school need to switch to remote learning this will typically be delivered to the same groups that normally receive teaching. St Joseph's will remain committed to maintaining standards and providing the highest quality learning experience for our pupils.

Safeguarding

Safeguarding has not changed although there are other considerations in light of the Remote Learning. Safeguarding remains a priority for all staff and there is an expectation that staff will continue to use the online CPOMS system.

The DSL is Mrs Hinton. The Deputy DSLs are Mrs Nelson-Cole, Miss Burrows, Mrs Riley, Ms Vasques and Miss David.

Please refer to our Safeguarding Policy. All safeguarding Policies and procedures continue to apply.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day - although consider they may not always be in front of a device the entire time.



- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Ensure that any work or pictures uploaded are suitable.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if required.
- Be respectful when making any comments or concerns about staff.

Governing Board

The Governing Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that school has systems in place to support staff wellbeing.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work for children with SEND/ EHCP - talk to the SENCO.
- Issues with behaviour - Headteacher or Deputy Headteacher.
- Issues with IT - talk to Miss David or email Elementary.
- Issues with their own workload or wellbeing - talk to the Headteacher or Deputy Headteacher.
- Concerns about data protection - talk to the Headteacher or Deputy Headteacher.
- Concerns about safeguarding - talk to the Safeguarding Team.

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use Arbor - the school MIS.
- All staff will, where possible, use a school laptop. Any device used **MUST** have appropriate anti-virus software.

Processing Personal Data



Staff members may need to collect and/or share personal data such as parent email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping Devices Secure

Staff should be mindful of the ICT Acceptable Use agreement at all times alongside the Code of Conduct.

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

Keeping the device password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).

Using two-factor authentication to access school systems remotely.

Staff will ensure that: -

- Making sure the device locks if left inactive for a period of time (average 10 minutes)
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date - always install the latest updates.

This policy is linked to our:

- Behaviour Policy.
- Child Protection & Safeguarding Policy.
- Data Protection Policy.
- Home School Agreement.
- Online Safety Policy.