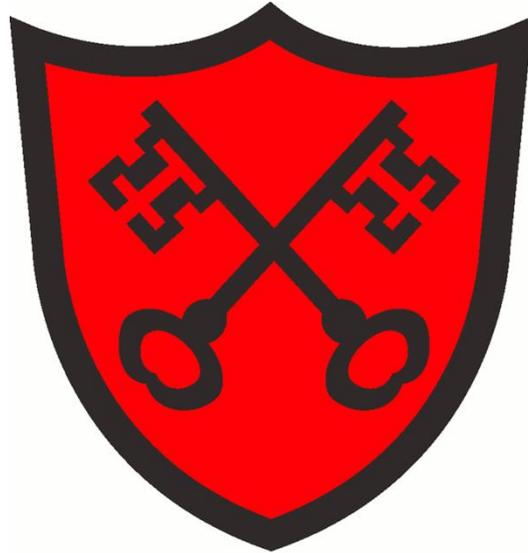


# **ST ALBAN'S CATHOLIC PRIMARY SCHOOL**



**Christ Be Our Light**

## **Remote Learning Policy**

**Spring 2021**

**This Policy will be reviewed in Spring 2022**



## **1. Aims**

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents/carers and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

## **2. Who is this policy applicable to?**

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

## **3. Resources**

Resources to deliver this Remote Education Plan include:

- Online tools/school subscriptions for EYFS/KS1/KS2/-Sumdog and Clasdojo
- Zoom calls at least twice per week
- Staff CPD on using the online tools and expectations
- Information for parents/carers which include the Curriculum overviews and personal login details to access communication with the class teacher
- Use of video for assemblies and daily instructions
- Printed learning packs are available to those who do not have access to a computer or printer
- Books and other physical learning materials are provided if required

The detailed remote learning planning and resources to deliver this policy can be found here:

[Classdojo policy and Internet and Safeguarding policies](#). Website: [Sumdog](#) and [classdojo](#)

- Link to the school website to show curriculum resources/maps/plans including for subjects other than English and mathematics

#### **4. Approaches to Learning: Our Principles**

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including English, Maths Religious Education, Science, PE and topic (inc Geography and History)
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning...
- Those who cannot attend school will access similar learning to that which their bubble is completing within school by being offered learning packs
- Activities will be varied and not solely consist of 'screen time'; for example topic work will involve research and creativity which can be uploaded as photographs and videos
- Teachers will have access to a wide variety of resources to share remotely, such as worksheets, physical activities, art activities and website link
- Resources will be quality assured by subject and senior leaders, who will monitor planning and provision and the level of pupil engagement
- Staff will have the training they need to provide online learning safely, including online safety within annual safeguarding training
- All pupils will have access to the resources they need to learn. We will ensure this by monitoring pupil engagement and providing resources by alternative means when necessary
- Teachers will communicate the purpose of activities and their success criteria for pupils, by daily video
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by daily challenges and homework
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by regular phone calls and offering video conferencing
- COVID catch-up funding will be used effectively to deliver intervention to support identified pupils
- Staff workload will be managed by the headteacher ensuring there is a balance to delivery and responding to the pupils and parents/carers
- Leaders will measure engagement in remote learning by monitoring daily tasks being accessed from the website, Classdojo and Sumdog and use this information to review provision and make changes as necessary.

## **5. Working with Parents/carers**

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents/carers on how to use Classdojo and communicate via the weekly newsletter

Resources will be shared with pupils and parents/carers via the website and links in the newsletter and Classdojo

We would encourage parents/carers to support their children's work, and to establish a routine based around the school day wherever possible

Should parents/carers be unable to access online work for any reason, they should contact the school office ([office@stalbans.cambs.sch.uk](mailto:office@stalbans.cambs.sch.uk)) so that other arrangements can be made...

The 'Acceptable Use Policy' is available on the school website and parents/carers will be made aware of this. Children will be asked to sign the policy in IT lessons. The policy includes e-safety rules and code of conduct. This applies when children are working on computers at home. Pupils and their parents/carers should remember the importance of online safety and maintaining a healthy balance between screen time and practical activities

## **6. Roles and responsibilities**

### **Senior and subject leaders**

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, including online activity and feedback to staff
- Ensuring that staff, pupils and parents/carers benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **Teachers**

Teachers have been provided with the necessary training on how to use online systems

When providing remote learning, teachers must be available between 9.00am and 3.15pm

Teachers unable to work for any reason during this time should notify the headteacher who will then make provision to cover the class

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes

- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Teachers will set work using the online platform
- Daily English and mathematics work and one other subject
- Planning and resources will be completed by the teacher and available to curriculum leaders on the school network before they are made available to pupils and parents/carers
- Providing feedback on work:
  - The frequency with which teachers will provide feedback will be at least twice per week
  - Teacher will not feedback on every piece of work but will look at and approve all pieces of assigned work
- Keeping in touch with pupils who aren't in school and their parents/carers:
  - Teachers are expected to make weekly contact, via emails, phone calls or Classdojo
  - If there is a concern around the level of a pupil's engagement, the teacher should inform the headteacher or Inclusion Coordinator who will make contact with the family
  - Teachers should use their school email address or Classdojo to communicate with parents/carers and pupils. All parent/carer emails should come through the school admin account or Classdojo
  - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents/carers within 24 hours Monday to Friday. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
  - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the headteacher or Inclusion Coordinator
  - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view. However, it is encouraged that all calls are done through the school office
- Teachers will respond promptly to requests for support from families at home, by informing the Inclusion Coordinator who will seek to assist
  - Any complaints or concerns shared by parents/carers or pupils should be reported to the Headteacher; for any safeguarding concerns, refer immediately to the DSL Joseph McCrossan ([head@stalbans.cambs.sch.uk](mailto:head@stalbans.cambs.sch.uk)) or the Deputy DSL Becky Richardson ([BRichardson@stalbans.cambs.sch.uk](mailto:BRichardson@stalbans.cambs.sch.uk))
- Staff who are required to self-isolate are expected to:
  - Follow the normal reporting procedure for planned absence
  - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
  - Obtain a test and share the result of it with school so that appropriate plans can be made
  - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

## Teaching Assistants

Teaching assistants must be available during their usual working 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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents/carers
- Completion of work that accords with school improvement priorities

### **Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the [Safeguarding and Child Protection Policy](#).

### **The SENCO**

Liaising with the school's ICT Support to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by pupils

### **The Business Manager**

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

### **IT Technician**

IT Support is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents/carers with accessing the internet or devices
- Contacting our ICT Services

### **Pupils and parents/carers**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents/carers with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the generic weekly timetable which is available on the website

- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading which may be set by the class teacher or chosen book
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers or contacting the school office
- Be respectful when making any complaints or concerns known to staff

## **Governing Body**

The governing body is responsible for:

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

## **7. Personal Data**

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

## **8. Keeping Devices Secure**

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

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

## **9. Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on the 4<sup>th</sup> September 2020

Staff must ensure all communication with parents/carers and pupils is conducted through the school email following normal guidance and ensure this remains professional.

When using Zoom staff must be located in a room where there is no personal reference.

When using Zoom children should be supervised by an adult.

When using Zoom, children must be located in a space where there is no personal reference.

When using Zoom a protocol must be established between the class teacher and the child when to mute and unmute.

Any child/parent who breaks the protocol or is in a vulnerable location will be asked to leave the meeting and the DSL will contact the family.

## **10. Expectations of staff during online meetings**

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

## **11. Links with other policies and development plans**

This policy is linked to our: ([Link to school website policy page](#))

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video