St Charles Catholic Primary School
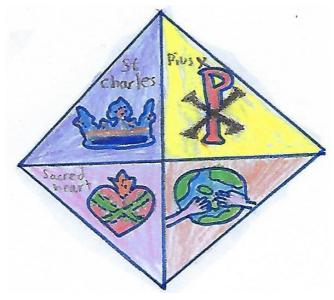
Remote Learning Policy

St Charles Catholic Primary school

Our Mission Statement

⸷ *Love God, Love your Neighbour* ⸷

(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- *To appreciate that we are all uniquely created and loved by God.*
- *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
- *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
- *To provide an excellent education so children learn and achieve their potential.*
- *To respect and care for one another in a happy, welcoming and nurturing community.*
- *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.*

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school and the learning of pupils in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support
- Support effective communication between the school and families and support Attendance

Who is this policy applicable to?

- A child (and their siblings if they are also attending St Charles Catholic Primary School) is 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.

- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

- The whole school if it is closed due to a local or national lockdown.

Definitions of Remote Learning and Blended Learning

- Remote Learning is an approach where pupils receive online instruction and learning without face-to-face contact with the teacher. There may be recorded video and live teaching sessions, but these all take place from home.

- Blended learning is an approach to learning that combines face-to-face and online learning experiences. In the case of our school, it could take the form of pupils having a period of time in school with face-to-face teaching, followed up by a period of time where they work at home, perhaps on a rota basis.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 9am and 3pm.

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.

When providing remote learning, teachers are responsible for:

- Setting work

- ❖ Provide a timetable of learning, particularly where classes are at home for an extended period of time
- ❖ All work set online, needs to reflect the good principles of teaching: clear input, scaffolded individual practice and feedback.
- ❖ Work needs to be provided for your own class. If you are asked to cover for other classes, you will need to liaise with parallel teacher/subject lead/member of SLT.
- ❖ There should be at least three activities per day: English, Maths then R.E. or a wider curriculum subject Science, Computing, History, Geography, Spanish, Art, D.T. and P.E.
- ❖ This work needs to be uploaded by at least 3pm the day before or weekly.
- ❖ Work should go live on Google Classroom at 9am each weekday for the children to access and complete.
- ❖ Please co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

- Providing constructive feedback on work:

- ❖ Completed work from pupils can be accessed on Google Classroom.
- ❖ Feedback to be shared with pupils through the platform it was sent.
- ❖ Finish sharing feedback on completed work within 48 working hours of hand in deadline.

- Keeping in touch with pupils who aren't in school and their parents

- ❖ Teachers are expected to make regular contact, through emails and Google Classroom.
- ❖ Teachers should respond to any emails from parents/children within 48 hours, bearing in mind workload, teachers should answer between 9am and 5pm.
- ❖ Please refer complaints or concerns shared by parents and pupils to the relevant individuals.
- ❖ If there are any issues, such as failing to complete work please speak to the key stage leader or a member of SLT.

- Attending virtual meetings with staff, parents and pupils:

- ❖ Please refer to our Addendum in the AUP for code of conduct for online safety.
- ❖ Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

❖ If a whole class is isolating at home, class Google Meets will take place at the start of each school day to ensure pastoral support and opportunities for children to socialise. For children in the EYFS, this timetable may vary based on their needs.

If teachers are continuing to support a class in school, they will still need to provide remote learning for those at home. Any issues can be discussed on a case-by-case basis with SLT. There may be an opportunity to make links between the in-school and remote provision, for example, streaming lessons in school to pupils learning remotely.

Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours Monday to Friday.

During the school day, teaching assistants must complete tasks as directed by class teachers or a member of the SLT. This may include supporting with remote learning.

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.

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Ensure their subject policy includes reference to remote learning

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

The SENCO
- 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
- Ensuring that pupils with EHC plans continue to have access to work online or in other formats.
- Identifying the level of support

Designated safeguarding lead

The DSL is responsible for responding to any concerns, maintaining contact, collating and passing on information. Please refer to Child Protection Policy and Covid-19 Addendum.

IT staff & computing subject lead

IT staff and computing subject lead are responsible for:
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

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 or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:
- Supervise the remote learning in line with our Remote Learning Code of Practice
- Make the school aware if their child is sick or otherwise can't complete work

- Seek help from the school if they need it, including if they require paper copies of work set
- Be respectful when raising any issues or concerns known to 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 staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Data protection

Accessing, processing and storing personal data

The guidelines and legal obligations for accessing, processing and storing personal data will remain the same during periods of remote learning.

Staff members may need to use and/or share personal data such as email addresses or telephone numbers as part of the remote learning system. The use of personal data as part of the school's official functions is legitimate. However, staff are reminded to collect and/or share as little personal data as possible online.

Where possible, staff should keep any documents with sensitive or personal information on the school network (Google Drive or One Drive) rather than on memory sticks or downloaded on personal devices.

Keeping devices and information secure

All staff members will take appropriate steps to ensure any personal devices they use for remote learning 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)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- 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
- Any personal data in paper format must be kept safe and not be accessed by anyone outside the school.

Further information can be found in our Bring your own device policy.

Safeguarding

Child Protection Covid-19 Addendum available on our website.

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement. If this persists, staff should refer concerns to DSL/SLT.
- Any safeguarding concerns should be referred to the DSL immediately.
- Staff should be aware that children may be at greater risk of harm during periods of isolation/lockdown and when spending more time online.

Monitoring arrangements

This policy will be reviewed as and when government guidelines change.

Any updates to home learning procedures will be reviewed by the SLT and Curriculum & Communications Committee of the Governing Body.

Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and Acceptable Use Policy
- E-safety policy