

St Charles Catholic Primary School



Remote Learning Policy

Designated Teacher for Remote Learning: Jane Harris

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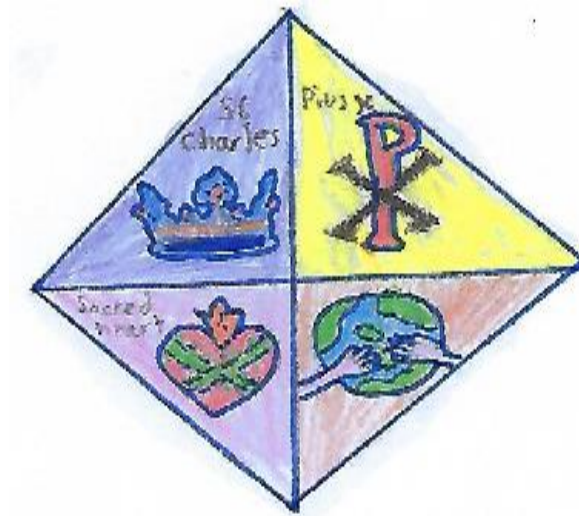
St Charles Catholic Primary School

Remote Learning Policy

(See also Acceptable Use Policy, Accessibility & Disability policy, Anti Bullying Policy, Behaviour and Expectations Policy, Computing and internet use policy, Equality & Diversity policy, Health and Safety Policy, Safeguarding and Child Protection Policy, Data Protection policy)

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

Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness.

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

For children absent due to a long term injury or illness there will be different arrangements in place for their education. Please see 'Supporting Children In/Out of School with Medical Conditions'.

For children absent due to a short term injury or illness, **or those who have been suspended/excluded**, this will be considered on a case by case basis in consultation with SLT and parents.

For whole class absence due to circumstances beyond the School's control

When providing remote learning for their class, teachers will be available between 9am and 3.15pm.

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 and 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.
- ❖ Refer complaints or concerns shared by parents and pupils to the relevant individuals.

- ❖ If there are any issues, such as failing to complete work, teachers are responsible for speaking to the key stage leader or a member of SLT.

Attending virtual meetings with staff, parents and pupils

- ❖ Please refer to our Acceptable Use Policy 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 at home for a period of longer than 2 days, class Google Meets should take place each school day to ensure pastoral support and opportunities for children to socialise.

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.

Please see Appendix 1 for details of our Contingency planning for remote learning.

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

The Senior Leadership Team have overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and confident in its use.

They 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.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Making available school-owned laptops accompanied by a user agreement or contract (if possible).
- Securing appropriate internet connectivity solutions where possible.
- Providing printed resources, such as textbooks and paper work packs, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

The SENCO

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Executive Headteacher/Head of School 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 needed.

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.

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, between 9am and 3.15pm – 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
- Act in accordance with normal behaviour rules of the school and the Computing and Internet Use Policy

Staff can expect parents with children learning remotely to:

- Engage with the school and support their children's learning and to establish routine that reflects the normal school day as far as reasonably possible
- 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

Please see Appendix 2 for an overview of Remote Learning for parents and Appendix 3 for the Device Loan Agreement and Acceptable Use Policy.

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

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 USB 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.

Safeguarding

If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess 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 and when spending more time online.

Protected Characteristics

The Equality Act 2010 aims to prevent discrimination. It is illegal to discriminate against people based on nine protected characteristics:

- Age
- Disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- Sex
- sexual orientation

No form of discrimination is tolerated at St Charles Catholic Primary School, but it is particularly important that children are taught about these protected characteristic groups and the importance of showing respect to people within these groups. We address this in several ways, such as through our carefully timetabled assemblies that address respect and tolerance.

We also ensure that our curriculum is planned and delivered in order that children learn about these protected characteristics in an age-appropriate manner. We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

Monitoring arrangements

This policy will be reviewed as and when government guidelines change, but at a minimum of bi-yearly.

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

Appendix 1

Contingency Planning for Remote Learning **at St Charles RC Primary School** **2022-2023**

As part of our contingency plans, we have made arrangements for learning to continue to take place should the school need to either partially, or completely close down for a period of time.

At St Charles, we are utilising **Google Classroom** as our Virtual Learning Environment (VLE) for remote learning.

- Parents will be reminded on a regular basis of the school's use of Google Classroom for remote learning. A video guide on how to access and log in Google Classroom has been provided on our school website.
- Parents are provided each year with their child's log in details and password and reminded of the need to keep this secure.
- There is an expectation that pupils log in to Google Classroom daily and complete their work; should children need additional support they can communicate with their class teachers using Google Classroom or class email.
- Parents have been issued with direct email addresses for their child's class teacher should they need support or wish to communicate with staff.
- Staff have complete access to all children's accounts and will monitor all Classroom activity in line with our safeguarding procedures.
- For those who do not have access to access Google Classroom and other online resources, we will aim to provide paper copies and these will be available for collection as and when required. Parents must inform their class teacher of their need for alternative resources, and a list kept by class teachers of who needs these paper resources.
- Pupils in KS1 and KS2 have been introduced to and are familiar with Google Classroom during their computing sessions at school. If pupils require a reminder of their username or password, they can request this from their class teacher.

Teaching & Learning

- If a whole class is not attending school due to a closure, a daily Google Meet will take place at the start of the day. This will begin after 2 days of closure to allow time for information to be shared with parents. This will serve as both an

introduction to the learning for the day, and an opportunity for social interaction with peers and teachers. A staggered timetable for this will be established in order to meet the needs of families with siblings in different classes.

- On the first day of closure, the format of the work for the day may differ to subsequent days, to allow teachers time to prepare appropriate work for uploading to Google Classroom. Work will go live on Google Classroom at 9am.
- Teachers will provide a weekly timetable of learning. This is a guideline only and we are mindful of different family situations that may necessitate a variation from this timetable.
- Teachers will provide carefully sequenced curriculum learning which is linked to our curriculum expectations.
- Daily lessons will be prepared by teachers and uploaded to Google Classroom to go live at 9am, ready for the day's learning. This will include a recorded video explaining the learning as well as other resources, to enable children to complete learning tasks. All resources will mirror the modelling and instruction delivery that would happen in class for mainstream lessons.
- The tasks will be added to each Google Classroom page by the class teacher.
- Each day work will consist of an English and Maths lesson with at least one other subject, to be spread over the week. This will include: RE, Science, Topic, Music, Spanish, PE and Art.
- Individual feedback will be given after work is submitted using the private comments section. Teachers will complete this within 48 hours of the work submission deadline. General feedback may also be given in class Google Meets or via email.
- We recognise that where younger pupils and some pupils with SEND may not be able to access remote education without adult support, extra attention will be given to meeting the individual needs of children and their families. This may take a range of different forms and will be decided in discussion with class teachers and SLT.
- All pupils will also be encouraged to spend time reading each day.
- Teachers and SLT will continue to review which children are not accessing the online learning and 'digital registers' will be updated regularly.
- Devices for PPG pupils will be allocated in order for them to access remote learning from home and not be disadvantaged in their learning.
- If the class teacher is sick and, their partner teacher will take the lead on planning for their class. A decision on who would deliver the lessons to be made once the circumstances are known.

Appendix 2

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national, local restrictions or specific school circumstances require classes or entire cohorts to remain at home.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Should your child have to remain at home due to a school closure, they will either have access to generic work on line for the first two days or a paper copy of appropriate work. This measure will afford teachers a short time to prepare their remote learning resources. If access to Google Classroom is an issue, a paper pack will be made available.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects as we are aware that children at home may not have access to the same resources as at school. One example of this is science. We endeavour to offer a broad curriculum to meet the needs of our children whilst remote learning and to cover all the requirements of the National Curriculum.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Early Years Foundation Stage	Ideas for activities to support learning through play and to develop communication.
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Key Stage 1	Approximately 3 hours of learning. This includes daily Maths, English and phonics lesson as well as other curriculum subjects. Not all work will need to be completed in front of the computer. Independent reading time is also included.
Key Stage 2	A minimum 4 hours of learning. This includes a daily Maths and English lesson as well as other curriculum subjects. Not all work will need to be completed in front of the computer. Independent reading time is also included.

Accessing remote education

How will my child access any online remote education you are providing?

We provide online learning through Google Classroom and all work is assigned via this platform.

New work is uploaded on a daily basis and goes live from 9am.

All children have a Google account and passwords are issued to parents at the start of the school year. If they need re-issuing, these can be requested from the child's class teacher.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We have a number of chromebooks that are lent out to pupils to assist with remote learning. In the situation where a closure is unforeseen, we may be able to provide paper copies where necessary until parents are able to collect a chromebook from the school.

Pupils can submit their work to their teachers either via directly returning the paper copies to school or via the class email system if they cannot access Google Classroom.

How will my child be taught remotely?

We use a range of approaches to teach pupils remotely. This includes but is not limited to:

- recorded video and audio teaching by class teachers

- recorded sessions provided by external providers such as Oak National Academy (for children in KS1 & KS2)
- commercially available websites that support the teaching of specific subjects or topics which may include video clips and TT Rockstars.
- Carefully differentiated activities that support independent practice and learning
- Printed paper packs produced by teachers which match the online learning of a class for those who do not have online access
- The variety of activities offered and learning materials provided will be adapted to meet the age and needs of the children.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

It is expected that all pupils engage with remote learning on a daily basis and to attend the Class Google Meets.

Teachers will provide a suggested timetable to follow from home and this may assist parents with structuring the school day and establishing routines. This also will help children know what is happening and when.

It is expected that completed work is regularly returned for feedback from teachers and that all work is completed to the best of the child's ability.

We understand that it can be difficult to support learning at home, but we ask that children are provided with a quiet space to enable them to learn effectively.

Provide support and direction as necessary but also encourage your child to do their work independently.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Teachers will check a child's engagement with their remote learning on a daily basis.

If a child does not engage with the work set, the class teacher will call the parents to discuss any obstacles and support that can be offered. If this disengagement continues, the Senior Leadership Team will be notified and they will contact the family.

If we have any concerns about learning, we will contact parents as we normally would in other situations.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

We will continue to provide feedback to pupils as we would when they are in school. This will take various forms including oral feedback at Class Meets, annotations on submitted work, quizzes.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- For pupils with special educational needs a variety of activities will be planned by their class teachers as they know them best. The learning may be differentiated to meet the age and needs of the children but will also be challenging to ensure the children make progress with their learning.
- The SENCO will continue to support parents of children with special educational needs. For children with Education, Health and Care Plans (EHCPs) the SENCO will be in weekly contact with families. Learning support assistants will also be in weekly contact to continue supporting the children with EHCPs. The SENCO will continue to ensure that other professionals supporting the children with special educational needs continues remotely.
- For younger pupils with special educational needs the SENCO will work with parents to establish the best way of learning at home and paper educational packs may be sent home to ensure the children are learning each day.

Appendix 3

Device Loan Agreement and Acceptable Use Policy - Child/Parent Agreement



Loan Agreement

1.1 This agreement is between St Charles Catholic Primary School and _____ the parent/carer of _____.

1.2 This agreement covers the acceptable use of the Internet and digital technologies and covers chrome books and other devices loaned by the school to parents and children for the completion of remote learning.

1.3 This agreement covers the period from the date the device is issued through to the return date of the device to the school.

1.4 All issued devices shall remain the sole property of the school and governed by the School's policies.

1.5 The school is lending the pupil a device for the purpose of doing school work from home.

1.6 This agreement sets the conditions for taking the device home and is intended to guide and protect both the pupil and the school.

Damage/loss

2.1 By signing this agreement, the parent/carer agrees to take full responsibility for the loaned device issued to the pupil.

2.2 The parent/carer and pupil understand they are responsible for the device at all times whether on the School's property or not.

2.3 If the device is damaged, lost or stolen, the parent/carer will immediately inform the school on 02089695566 or by emailing the school at info@st-charles.rbkc.sch.uk If the device is stolen, the parent/carer will also immediately inform the police and pass on the crime number to the school.

2.4 The parent/carer understands that device is covered by the school insurance for accidental damage I agree that I will pay £250 in the event of an accident or theft that takes place whilst the device is signed out to my care to cover the excess cost.

2.5 The parent/carer and pupil agree to keep the device in good condition and to return it to the school when requested.

Acceptable Use Policy

- Children must show good behaviour and follow the school values on when using the Chrome book and on Google Classroom just as they would on school premises. General school rules apply.
- Children must follow the school's guidelines for safe internet use when using the Chrome book.
- Teachers will post materials that are appropriate for children to use on Google Classroom. However, parents are responsible for monitoring their child's use of the internet on the Chrome book and for ensuring they are only accessing appropriate material and to protect them against accessing potentially offensive material.
- Children must only log on using their school Google account. These details should not be made available to anyone else.
- Children should be in an appropriate room when accessing Google meetings, for example a kitchen or sitting room. They should not be in a bedroom.
- Children should be dressed appropriately when joining a Google meeting. They should not be in pyjamas.
- Only children should use the Chromebook. This device has been loaned specifically to enable your child to access remote learning from school. It is not to be used by anyone else or for any other purpose.
- Children must use appropriate language when communicating on Google classroom with adults and their peers. Adults who are present must also use appropriate language.
- Children should not engage in one to one conversations on Google Meet with adults or children for safeguarding reasons.
- The school retains the right to may review files and communications posted on Google Classroom to ensure that users are accessing the system responsibly.
- The following are not permitted:
 - Sending or displaying offensive messages or pictures
 - Using obscene language
 - Harrassing, insulting or attacking others
 - Damaging or destroying devices loaned.
- Age restrictions mean that no primary school child should be accessing social media. The Chrome book should not be used to access any social media platforms.
- Food and drink should be kept away from Chrome books at all times.
- Parents and carers should inform the school immediately if there are any safeguarding issues that arise from using the Chrome book including any cyber bullying issues or concerns about online grooming.

Failure to comply with the above rules will result in the recall of the Chrome book.

Use of inappropriate language or behaviour will result in sanctions in line with the School's behaviour policy.

Please sign below to indicate that you agree to the Device Loan Agreement and Acceptable Use Policy for Internet use for yourself and your child.

- **I have read this agreement and understand the conditions of the agreement.**

- I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the device.
- I agree for my child and I to comply with the Acceptable Use Policy and I understand that I may be asked to return the device if we do not.

Parent/Carer signature..... Date.....