

Saint Mary's Catholic Primary School



Catholic
Primary School
Congleton
A Voluntary Academy

Remote Learning Policy

Policy Schedule	Date	Signed
Approved by the Governing Body:		Headteacher: Simon Blain Chair of Governors: Stephen Miller
To be reviewed:		

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1. Aims

This remote learning policy for staff 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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:55am-11:55am / 12:45-3:10pm. If parents would like to discuss something with a teacher outside of these hours, this should be negotiated via email.

If they're 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:**
 - EYFS: Teachers are responsible for setting tasks for children to complete at home that match the Early Learning Goals which can be achieved at home. These will be done through EvidenceMe.: Activities should be open ended and are easily completed in the home setting.
 - Y1: Teachers should set a minimum of a Maths lesson, an English lesson, a phonics lesson and 1 other subject lesson daily, through Google Classroom. There should be 3 hours of work allocated for remote learners
 - Y2-6: Teachers should set a minimum of a Maths lesson, an English lesson and a reading lesson daily, through Google Classroom. If any children require phonics input, this should be delivered daily as well. There should be 3 hours of work allocated for remote learners in KS1, 4 hours in KS2
 - There should be an element of daily fix-it time/knowledge retrieval activity incorporated into the Maths and English activities.
 - This should include links to content, made by the teacher themselves or by referencing appropriate materials to which the children can access. There should also be a daily act of collective worship prepared (Mondays and Fridays are whole school collective worship with The Headteacher), which can be teacher-led or pupil-led.

- Also, there should be the addition of two other lessons that should be set for a day, from a selection of the following: RE (including collective worship), PE, Science, Topic, PHSE and Art
- All work for the day should be set before 9am on that day.
- Lesson Delivery
 - Lessons can be delivered in one of two ways
 - 1. Lessons can be live. Teachers will send a Google Meet link to the students in their class stating the time that the lesson will be.
 - 2. Lessons can be allocated: teachers will send an 'assignment' outlining the work that is to be completed with associated links and materials. This could include pre-recorded lessons. The teacher will provide a Google Chat/Meet code that students can choose to use if they need any help. There may also be drop in sessions by teachers for students to access.

N.B. Teachers may choose to work with a small group of children in a virtual meeting in order to support their learning.

- **Providing feedback on work:**
 - All assignments of tasks and associated records of completion should be done through Google Classroom, in order for teachers to maintain accurate assessment records
 - Feedback can be personalised through individual feedback comments, or through whole class comments / fix it time in the next day's work
 - Feedback (individual or group) on the day's activities should be given before 9am the following day in Maths, English and Religion lessons, and before 9am the following Monday in other subjects
- Keeping in touch with pupils who aren't in school and their parents:
 - All pupils should show activity on a daily basis unless the school has been notified of illness or absence. Teachers (with support of the admin department) will make contact via parents contact details if any child has not logged on by 10:30am each day. Alternatively, teachers are able to use their class email to communicate with parents.
 - Teachers are not expected to respond to emails from parents and pupils outside of the hours 8:30am – 5:30pm.
 - If a teacher receives a complaint or a concern from a parent or pupil, then they should make contact with a member of the Senior Leadership Team where they require support.
 - If a pupil fails to complete their work regularly, then staff should complete an incident referral on CPOMS. Details that should be added to CPOMS should include, but not be limited to the following: number of pieces of work incomplete; reasons for incomplete work; details of communication between teacher, pupils and/or parents; do they refer to any complications with technology; any issue identified that school could support with.
- Attending virtual meetings with staff, parents and pupils:
 - Dress code:
 - Staff should continue to adhere to the Dress and Appearance Policy found in the Handbook of Personnel Policies
 - Pupils should wear comfortable and appropriate clothing for virtual meetings.
 - Locations
 - Both staff and pupils should be conscious that they do not hold virtual meetings in areas where there is a lot of background noise. There should be nothing inappropriate on display in the background of the video.

Where possible, pupils should log in at the beginning of their lessons with a parent present, to ensure that they have logged on with their parents' knowledge.

- **Tier Four Lockdown Implications**

Please see 'Coronavirus: planning for tiered local restrictions' for full breakdown of the school's actions in the event of tiered local lockdowns.

- In the event of a Tier Four Lockdown, it will be the expectation that some teachers may have to attend school to support keyworkers and vulnerable children. In this situation, work will be allocated as above, but marking and feedback will be given on English and Maths subjects only for the week that they are in attendance at school.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:55am-11:55am / 12:25-3:10pm (or within the working hours of the bubble the teaching assistant is allocated to)

If they're 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 assisting with remote learning, teaching assistants are responsible for:

- Working with their assigned year group to support learning. This may include:
 - Supporting children on site to complete an assigned task by the year group teacher
 - Speaking to the child over the phone, or supporting them over Google Meet to read to them or support them in their learning
 - Making wellbeing check in phone calls to assigned families
 - Producing resources that will be posted/ dropped off for families
- Teaching Assistants working 1:1 with a pupil may require a specific plan to deliver appropriate care remotely, which will be done in coordination with the SENDCo.
- Attending virtual meetings with staff, parents and pupils:
 - Dress code:
 - Staff should continue to adhere to the Dress and Appearance Policy found in the Handbook of Personnel Policies
 - Locations
 - Teaching Assistant should be conscious that they do not hold virtual meetings in areas where there is a lot of background noise. There should be nothing inappropriate on display in the background of the video.

Tier Four Lockdown Implications

- In the event of a Tier Four Lockdown, it will be the expectation that teaching assistant will attend the school setting to supervise any keyworker or identified vulnerable children to access their remote learning and complete assigned tasks online, using the school's IT Suite and Chromebooks.
- Teaching Assistants may also be expected to provide support at breaktimes and lunchtimes for any children attending the school site, in line with their normal duties.

2.3 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.3.1 SENDCO responsibilities

Alongside their teaching responsibilities, the school SENCo is responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning for children with Special Educational Needs
- Working with teachers and teaching assistants to make sure all work set is appropriate and consistent to the needs of the child
- Monitoring the remote work set by teachers for each child with SEN – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Risk Assessments must be completed for all children with an EHCP to ensure appropriate provision for that pupil

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – if you've assigned one member of staff to lead on this, highlight them here
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as 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

Designated safeguarding lead

The DSL is responsible for:

- Ensuring the safety and appropriate provision for identified vulnerable children, in line with the school's [Child Protection and Safeguarding Policy](#) and the school's [Safeguarding Policy Addendum](#)
- Ensuring that all identified vulnerable children are active in remote learning and all timescales relating to Child in Need and Child Protection plans are met

2.6 IT staff: CompuTeam

IT staff 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: **in the first instance, pupils and parents should contact the school for support.**

2.7 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:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

2.8 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

3. Who to contact

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

- Issues in setting work – talk to a member of SLT
- Issues with behaviour – talk to a member of SLT
- Issues with IT – talk to a member of SLT or issue a support ticket through CompuTeam
- Issues with their own workload or wellbeing – talk to their line manager or fill in a staff wellbeing survey
- Concerns about data protection – talk to a member of SLT or the data protection officer
- Concerns about safeguarding – talk to the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead and add an incident report on the school's safeguarding software, CPOMS.

4. Data protection

4.1 Accessing personal data

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

- Log in to Google Suite using their School G-Suite account only.
- Log in to the schools Remote Desktop Server using their school login information
- Where possible, teachers and teaching assistants should use a school issued device. Where this is not possible, they should only store information via the schools G-Suite Drive / Remote Desktop Server. No data or information should be stored on personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, usernames and temporary passwords 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.

4.3 Keeping devices secure

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)

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

5. Safeguarding

- All staff members will take appropriate steps to safeguard pupils, following the policies and procedures outlined in the school's [Child Protection and Safeguarding Policy](#) and the school's [Safeguarding Policy Addendum](#) (please click on the hyperlinks to access these policies)

6. Monitoring arrangements

This policy will be reviewed at least annually by the Headteacher. At every review, it will be approved by Local Governing Body.

7. Links with other policies

This policy is linked to our:

- [Behaviour policy](#)
- [Child Protection and Safeguarding Policy](#) and the school's [Safeguarding Policy Addendum](#)
- [Data protection policy and privacy notices](#)
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy