

Remote Learning Policy

St Catherine's Catholic Primary School & Pre-School



Approved by: IAB

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All our children have returned to full-time education in September 2020 following the Covid closure. We hope that the majority of our children will have an uninterrupted experience. However, there is the possibility that individual children, a class bubble, or the whole school, will need to self-isolate or there will be a local lockdown, for a period of time. Therefore, the school has put in place a plan for remote learning so that all children can continue with their education. This meets the expectations set out in the DfE guidance 'Remote Education Support'.

All our children have a Google account. This allows them to have access to the Google classroom and to maintain contact with class teachers and other staff through e-mail and meet. It is important all children, and parents, know how to access this Google account.

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and if necessary, will provide paper packs of learning. It is important parents have made the school aware of any barriers to accessing remote learning.

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
- Ensure pupils unable to attend school remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them
- Ensure that remote education is integrated in the curriculum, so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

2. Roles and responsibilities

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.

- Monitoring the security of remote learning systems, including data protection and
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.

Designated Safeguarding Lead

- The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning. Please refer to Child Protection and Safeguarding Policy.

Teachers

- When providing remote learning, teachers must be available between 9:00am and 3:30pm on their working days.
- If teachers 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:

- **Initial Two Day Plan**

An initial plan for the first two days of remote learning will be published on the child's Google Classroom. This two day plan will allow staff time to plan remote learning for children in line with the class' current curriculum learning. It will provide learning across the curriculum and children will be expected to spend a similar amount of time completing this as they would spend learning in school.

- The Two Day Plan will include:
 - Maths: <https://www.bbc.co.uk/bitesize/this-terms-topics> Children select the year group they are in and one of the topics available. They then select a lesson to complete.
 - Reading: Children to read from their own reading book or download and read a free e-book from <https://home.oxfordowl.co.uk/reading/free-ebooks/>
 - Writing: <https://www.pobble365.com/> Children complete the reading and writing tasks for the picture of the day or <https://www.bbc.co.uk/bitesize/this-termsttopics> Children select the year group they are in and then the topic they are learning in the classroom. They then select a lesson to complete.
 - Spelling (KS2): Practise their spelling words using different strategies learnt in class.
 - Phonics (EYFS/KS1): <https://www.phonicsplay.co.uk/> select games to play.
 - Curriculum Pack covering different areas of the curriculum- these will be on your child's Google Classroom page.
 - PE: <https://happiful.com/10-virtual-pe-lessons-your-kids-will-love/> Children to choose one of the workouts to do.

- **Remote Class Learning**

After the first two days, the class teacher will have planned learning activities that will enable the child/children to continue the learning journeys they had started in the classroom. This remote learning will be on the Google Classroom. Children in Y1-Y6 may be invited, via a link posted on Stream, to join lessons via Google Meet where appropriate, or there will be video clips to watch teaching key skills, as well as a range of activities to be completed.

It is expected a child will follow the school timetable.

- Teachers will provide learning for their current class or for children in their class who are self-isolating.

- The amount of work provided will reflect the school daily timetable as much as possible:
 - Daily
 - phonics lessons will be planned for those on RWInc phonics programme
 - Maths using Power Maths, White Rose Maths, Oak Academy, IXL and TTRockstars
 - English lessons - either videos by class teachers, SPAG lessons for KS2 using IXL, Pobble 365 or resources through Oak Academy
 - Weekly
 - 2 RE lessons
 - plus 8-9 lessons for foundation subjects
- Teachers will outline the work daily via their Google Classroom (Tapestry for EYFS)
- Teachers will provide parents and pupils with a work schedule to accompany the work already set on Google Classroom. The purpose of this schedule is to give an overview of the learning that will be taking place in each subject. Published on a weekly basis the schedule will provide an outline of the lessons for that week, the type of lessons to expect as well as any further relevant information. This will support parents to track their child's learning
- Teachers will provide learning packs to support blended learning. The packs containing hard copies of learning tasks/activities and resources to support any remote learning e.g., exercise book, mini whiteboard and pen, word mats/number squares, Power Maths Practice book and delivered to homes – any children of Critical Workers, attending on a part time basis, must ensure they bring these resources to school
- There will be a balance of work to be completed online and work which can be completed offline to ensure that children with limited access to devices can still complete the work
- Teachers will use resources provide by the Oak National Academy, White Rose Maths and BBC Bitesize, as well as other resources identified by school curriculum leaders
- **EYFS**
- Class learning packs and further activities and lessons will be on Tapestry.
- **SEND**
- If a child has SEND and has specific learning interventions and support, we will aim to continue this provision in an adapted form online if appropriate.

If it is the class teacher who is unwell, there may be some differences with this provision.

- Providing feedback on work:
 - Completed work by children can either be completed online, uploaded onto Google Classroom or a photo is taken and uploaded onto Google Classroom.
 - **All work must be submitted**
 - All work will be acknowledged by the class teacher.
 - Daily feedback will be given for English and Maths on an individual basis if uploaded by 12pm
- Keeping in touch with pupils who aren't in school and their parents –
 - This may include for individuals or small groups self-isolating:
 - Video clip, written or audio messages to and from home using Google Classroom (or Tapestry in the case of EYFS)
 - Responding with quality written/audio or filmed feedback after learning has been uploaded on to the platform.

- Phone calls home by the class teacher to check on the child's wellbeing - a member of staff will attempt to make contact weekly to have a sustained conversation. Any concerns should be recorded on CPOMS and Headteacher alerted
- In the event of the whole bubble self-isolating or localised lockdown:
 - Any of the above
 - Class story time via Google Meet at a pre-scheduled time where a link to the virtual session is posted on the stream.
- Emails received from parents are to be checked between 9am and 4:00pm, Mon- Fri.
- Teachers should respond to parent emails within 48hours.

Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours.

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:

- Supporting pupils who aren't in school with learning remotely –
 - When requested by Head Teacher/SENDCO
 - Liaising with class teachers to support planning and resourcing differentiated learning

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although we do not expect children to always be in front of a device
- Complete work to the deadline set by teachers
- Upload work or upload photo of work onto Google Classroom by the end of each day
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Join class story time via Google Meet at a pre-scheduled time where a link to the virtual session is provided.

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
- Be respectful when making any complaints or concerns known to staff

IAB

The IAB 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 the relevant subject lead or SENCO
 Issues with behaviour – talk to the Head Teacher
 Issues with IT – talk to office staff

Issues with their own workload or wellbeing – talk to the Head Teacher
Concerns about data protection – talk to the data protection officer
Concerns about safeguarding – talk to the DSL

4. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, teachers will:

- be able to access parent contact details via school office using a secure password
- not share any details with third parties.

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

Please refer to Child Protection and Safeguarding Policy. Dorset Local Authority also expects schools to Risk Assess vulnerable pupils and report weekly to the LA on their attendance at school (if open for Key Worker and Vulnerable Children) and whether weekly contact has been made.

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by Mrs Sharon Betts. At every review, it will be approved by the IAB.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
 - Online safety policy