Remote Learning Policy



St Vincent's Catholic Primary School

The School Mission Statement

To love, serve and learn as Jesus shows us

DOCUMENT STATUS

Drafted:	Adopted by Governors:	Implemented:	Last review:	Next review:
September 2020	October 2020	October 2020	February 2022	February 2023

Statement of intent

At St Vincent's Catholic Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual child, group of children or the whole school. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and the support that they need to succeed. Through the implementation of this policy, we aim to provide clarity and transparency about what to expect from remote learning, and address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Remote learning will be provided using Tapestry in Reception and Microsoft Teams in Years 1 – 6 as follows:

- If a child has tested positive and is well
- If a child has tested positive but is unwell, parents must notify school via the school office (telephone or email). Children will only be expected to engage with online learning once they are feeling better, if still required to isolate
- If a child / group of children has to isolate due to contact with someone who has tested positive
- If a child has to shield following medical advice due to underlying health issues
- If local or national restrictions require whole school or partial school closure

The 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.

3 tiers of online remote learning	
1. Class based learning supported by online homework	
• All children are in school engaging in face-to-face teaching	• Homework set and returned online

2. Class based learning for most children, with some children learning remotely (due to self-isolation)		
• Most children in school are engaged in face-to-face learning	• Children learning remotely will engage with tasks set online which mirror the learning taking place in school using a combination of resources provided by the class teacher and other resources as outlined below (but no live lessons will take place at this level of provision) • Staff (Class Teacher or Teaching Assistant) will support children's learning by giving feedback on work returned, and via telephone and email / messaging within normal working hours as outlined below	• Homework set and returned online for all children

3. Whole class / school remote learning	
• All children are learning remotely, engaging with provision as outlined below and following class remote learning timetables.	• No homework will be set during periods of whole class or whole school remote learning

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2010
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school information:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Plan
- Marking and Feedback Policy
- Curriculum Overview
- Teaching and Learning Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Punctuality Policy
- ICT Acceptable Use Agreement
- Staff Code of Conduct

Roles and responsibilities

The Governors are responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

The Health and Safety Team is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The Data Protection Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The Designated Safeguarding Lead (Headteacher) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

The SENDCo/ Inclusion Manager is responsible for:

- 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
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The Business Manager is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- 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.

The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking ‘stress’ testing.
- Working with staff to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the Designated Safeguarding Lead and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any concerns they may have about remote learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely between specific times set out in paragraph 9.1 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material between specific times set out in paragraph 9.1.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the school based equipment and technology used for remote learning as intended.
- Adhering to the Acceptable Use policy and Home School Agreement at all times.
- Ensuring they have access to ParentMail to receive regular updates.

Children are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely between specific times set out in paragraph 9.1 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any school based equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

Provision for Remote Learning

Core resources to be used to support remote learning:

Office 365 Education
Enhancing collaboration and productivity

TAPESTRY
ONLINE LEARNING JOURNAL

OAK NATIONAL ACADEMY

BBC Bitesize

Come and See

charanga®

White Rose Maths

Spelling Shed

MathShed

Barefoot
from Computing at School | BT

Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Immediate remote learning will:

- Make use of nationally available resources such as Oak National Academy and BBC Bitesize, linked to learning that would have taken place in school as closely as possible
- Include activities linked to Spelling Shed and Maths Shed
- Focus on reading, writing, maths, PSHE and wellbeing and physical activity

Full provision for remote learning will:

- Link to our school curriculum
- Be broad and balanced
- Make use of high quality online and offline resources
    - Electronic copies of resources that would be used in school
    - Electronic resources produced by teachers
    - live teaching (online lessons)
    - recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
    - commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
    - Oak National Academy lessons and resources which are consistent with the curriculum being taught in school
- Enable interaction with, and assessment and feedback from teachers in school
- Meet the needs of children with SEND through differentiation and work linked to personalised targets

When teaching pupils remotely, we will:

- set learning which mirrors what is being taught in school so that it is well-sequenced, builds knowledge and skills incrementally and provides coverage equivalent to that in school. However, some aspects of the curriculum may need to be modified:
    - English: texts which would be used in school may not be suitable for remote learning, either because of availability of the resource to share, ease of adaptation of the planned learning or for copyright reasons. We may therefore need to change the texts that are used but the skills being taught will be consistent with those planned for in-school learning
    - Science: some enquiry based learning may not be possible due to lack of resources for home learning
    - Art / DT: adaptations may be required due to lack of resources at home to complete the planned activities

- Provide daily learning activities which are meaningful and ambitious across all subjects, and which are expected to take children at least:
    - 3 hours for Reception, Year 1 and Year 2
    - 4 hours for Years 3 - 6
- Provide frequent, clear explanation of new content, delivered by a teacher in school or through high quality curriculum resources and/or videos
- Monitor how well children are progressing through learning set
- Adjust pace or level of challenge in response to assessments and monitoring
- Provide opportunities for daily contact with teachers either via email and messaging or video calls
- Not rely on long-term projects / internet research-based activities
- Supplement resources provided by teachers and contact with teachers, with Oak National Academy lesson videos and resources which link to the curriculum coverage in school

Support for those who do have suitable online access at home:
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:

- Based on information provided by parents / carers (survey: September 2020) we have identified those who do not have sufficient devices to access remote learning
- A limited number of devices are available for those who do not have sufficient access, and these will be allocated as outlined below:
    1. No access to a device
    2. Access to a mobile phone only
    3. One device shared between parents and more than one child
    4. One device shared between siblings

Communication, feedback and marking:

- Children can contact their teacher via email or the “chat” facility on Microsoft Teams.
- Staff will endeavour to respond as quickly as possible to communication from the children, however as some children may be in school whilst some are learning remotely, teachers may not respond immediately.
- Responses from staff will be made during normal working hours – if communication is outside these hours, please do not expect a response until the following day
- Parents or children should contact their class teacher as soon as possible if schoolwork cannot be completed or there are any issues.
- Children will have verbal contact with their class teacher as outlined below on the timetables below.
- Individual feedback will be given as required in response to work submitted the teachers.
- Common misconceptions or issues will be addressed in live sessions with the whole class or groups of children and support given through modelling / demonstration.
- Subsequent work set will be adapted and differentiated based on teacher assessment of work completed and submitted.
- Phone calls / one-off video sessions may be arranged if more detailed feedback is required.
- Routine, wider school communication with parents will continue to be through ParentPay and the school website.

Returning work to the teacher:

- Children will return work online
- This should be done as soon as it is completed, on the day it has been set for Reading, Writing and Maths, so that teachers have time to assess, provide feedback as required to address misconceptions or support improvement and editing, and adapt future learning
- Work must be finished before returning it to their teacher
- Work must be completed to the best of a child’s ability however we do not expect work to be perfect – errors and misconceptions will be addressed through feedback so it is important for teachers to see errors made
- Work returned to their class teacher must be the child’s own work

- Work can be returned in a number of ways, providing as much flexibility as possible:
    1. Attach completed work on the assignment page shared by the class teacher, and click “hand in” (preferred if possible)
    2. Attach work to a private message to the class teacher
    3. Complete on paper, take a photograph and attach this as outlined in 1 or 2
    4. Email to the class teacher (email addressed will be shared as required)

Engagement:

- Parents and carers are expected to support children to:
    - Engage with all aspects of their remote learning
    - Maintain a regular routine to their learning
    - to manage technology so that children can access their learning and return their work
    - Ensure that children behave appropriate when using the online learning platforms as outlined below
- Children are expected to engage with the learning set and communicate regularly with their teachers:
    - If work is not returned, and there is a lack of engagement, this will be monitored and followed up, as children are expected to engage with the learning set.
    - Staff will log each day where children have not engaged either through attendance at a live lesson, through messaging, or through submitting work. If over the period of a week, there is a lack of engagement, parents will be contacted by telephone
    - Staff will monitor attendance at live sessions – if children are not attending live sessions on a regular basis, welfare telephone calls will be made so that staff can speak to parents and the child
    - If staff have not had contact with a child over the period of a week, and contact cannot be made by telephone with parents / carers and the child, other agencies will be involved, including the PSCO, Local Authority Education Safegueading Team, Local Authority Attendance Team and Social Care

Children with SEND:

- Work will be set linked to class learning as appropriate, but differentiated to meet a child’s individual needs and targets.
- Where differentiated whole class learning is not appropriate, alternative work will be set linked to a child’s Support Plan.
- Where staffing availability allows, targeted group interventions will be planned remotely

Safeguarding

This section of the policy will be enacted in conjunction with the school's Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

- The Safeguarding Team will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning, and these children will be encouraged to attend school, following Government guidelines.
- A member of the Safeguarding Team will arrange for regular contact to be made with vulnerable pupils who are not attending school.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- All contact with vulnerable pupils will be logged and suitably stored in line with the Data Protection Policy.
- The Head Teacher will maintain contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- Pupils and their parents will be encouraged to contact their class teacher if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.

E-safety:
This section of the policy will be enacted in conjunction with the school's Online Safety Policy and Acceptable Use Policy

- All staff and pupils using video communication must:
    - Communicate in groups – one-to-one sessions are not permitted unless in exceptional circumstances and approved by the Head Teacher or Deputy Head Teacher. Staff will not be alone if communicating with an individual child using video communication
    - Wear suitable clothing – this includes others in their household
    - Be seated in a suitable location for learning – bedrooms are not an appropriate location
    - Use appropriate language – this includes others in their household
    - Maintain the standard of behaviour expected in school
    - Use the necessary equipment and computer programs as intended e.g. the text chat facility must only be used in relation to learning, to ask questions / make statements
    - Not record, store, or distribute video material or any digital content without permission
    - Always remain aware that they are visible
    - Be free from distraction so that they can focus on the session and activity in the background should be kept to a minimum
    - Mute their microphone unless they are speaking; children must use the "hand up" tool to indicate that they wish to speak as they would in school
    - Children must leave the session when it is ended
    - An adult must supervise children engaged in a video communication but should not engage within the session

- All staff and pupils using audio communication (online or telephone) must:
    - Use appropriate language – this includes others in their household
    - Maintain the standard of behaviour expected in school
    - Use the necessary equipment and computer programs as intended
    - Not record, store, or distribute audio material without permission
    - Ensure they have a stable connection to avoid disruption to lessons
    - Always remain aware that they can be heard

- During the period of remote learning, the school will continue to:
    - Reinforce the importance of children staying safe online
    - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with
    - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious website

Attendance

This section of the policy will be enacted in conjunction with the school's Attendance and Punctuality Policy and Staff Sickness Absence Policy.

Absence of children:

- If your child is unwell during a period of remote learning, or tests positive for COVID-19, this should to the school office following normal procedures, by telephone or email.
- This information will be passed to relevant staff so that it can be noted that your child will not be completing remote learning for that day and will be absent from any planned video communication.
- Absence will be monitored, and where concerns are raised, this will be followed up.

Absence of staff:

- If a member of staff is absent due to illness, another member of staff will cover their lessons if possible.
- In the event of limited staff members being able to fulfil the home learning expectations, parents and carers will be informed of adaptations needed to the provision based on the number of staff who are available.

Data Protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents must ensure that school has the most up-to-date contact details for them.
- All contact details will be stored in line with the Data Protection Policy.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Staff/pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure as per the Staff Code of Conduct.

Health and safety

Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

Monitoring and review

This policy will be reviewed on an annual basis by the Headteacher but is subject to change throughout the year dependent upon local and national circumstances.

Any changes to this policy will be communicated to all members of staff and other stakeholders.