St. Alban & St. Stephen Catholic Primary School & Nursery

Remote Learning Procedure

Approved by:	Chair of Governors	Date:
Next review due by:	01/01/2021	

Contents

_____

1. Aims

This remote learning policy for aims to:

> Ensure consistency in the approach to remote learning for pupils, including those with Special Educational Needs and Disabilities, who aren't in school, through the use of online and offline resources and teaching videos.

> Set out expectations for all members of the school community with regards to providing high quality interactive remote learning opportunities for all pupils.

> Provide continuous delivery of the school's curriculum, while supporting pupils' mental and physical health and well-being.

> Support effective communication between the school and pupils, parents and carers.

> Provide appropriate guidelines for data protection.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:30am and 3:20pm to deliver remote learning sessions to pupils.

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 and inform the Heads of School by telephone by 7am on the first day of absence, at the latest.

When providing remote learning, teachers are responsible for:

> Setting work:

  o In preparation for any period of remote learning, teachers will conduct a 'Remote Learning Day' to allow pupils to gain an understanding of what this might look like and ensure all pupils (where age appropriate), understand how to access work set by teachers.

  o Teachers will provide a suggested daily timetable/routine for pupils to follow each day.

  o Work must be provided for the teacher's own class or defined group of pupils, where teachers share the teaching of a subject.

  o Teachers will be available virtually from 9:30-10:15am every morning to register pupils and explain the morning's activities. The morning session will begin with a prayer.

- o Teachers will be available virtually every afternoon from 1 -1:30pm to register pupils and explain the afternoon activities. Teachers will also be checking that pupils have submitted the completed activities set for the morning. The afternoon session will start with a prayer.
- o Teachers may need to provide work for their parallel teacher's class if that teacher is too ill to provide work for their own pupils. Additional PPA will be made available for the teacher covering, in recognition of their increased workload.
- o In Nursery and Reception teachers will set daily play based activities around Reading, Writing, Phonics and Physical Development, and weekly activities for Religious Education, Understanding of the World, Personal, Social and Emotional Development, and Expressive Arts and Design.
- o In Years 1-6, teachers will need to provide a daily activity for Reading, Writing and Mathematics, based on the work they would normally be delivering in class. Times Tables Rock Stars will be used to supplement learning in Mathematics but will not be classed as a lesson in themselves. Teachers will also provide a weekly lesson for each of the following subjects: Religious Education, Science, History/Geography, Art and Design/Design Technology and PSHE.
- o The curriculum leads for Music, French & PE will advise teachers about suitable activities in each of these subjects,
- o Work set will be differentiated according to the needs of the class.
- o All work should be set by 8:30am each day.
- o All work should be loaded to Tapestry (Nursery & Reception) or Google Classroom (Years 1-6).
- o Where pupils/parents/carers do not have access to platforms such as Tapestry and Google Classroom, teachers will need to email the school office by 9am each day so that the School Office can email work to parents.
- o Where pupils/parents/carers do not have access to devices, teachers will need to prepare a hard copy of the week's activities, which may be collected from the office on the first day of each week.
- o Teachers are expected to liaise with their parallel teacher to ensure consistency across year groups. All work set will be available to Phase Leaders, Faculty Leads and SLT to ensure progression across the school.
- > Providing feedback on work:
  - o Pupils/parents will be expected to submit/upload work daily on Tapestry (Nursery & Reception) and Google Classroom (Years 1-6). Where this is not possible parents/carers may email work to the school office for the attention of the class teacher. Hard copies of work may be posted/dropped off to the school office on a weekly basis.
  - o Teachers will be expected to provide written or verbal feedback to pupils by writing comments on pupils work or by creating voice notes, by the end of each week. An initial/star/heart/tick at the end of a piece of work will not be considered acceptable feedback.
- > Tracking pupils' work:
  - o Teachers will use the tracking facility on Tapestry/ Google Classroom to monitor and track pupils' work to ensure pupils are completing work daily/weekly as required.
  - o Teachers will track pupils using a Green, Amber, Red system, and alert Senior Leaders to children who are not submitting work.
  - o Teachers will use work submitted to inform their assessments of pupils' attainment and progress.
  - o Teachers will upload assessments to Target Tracker as per the school schedule of data input.

- > Keeping in touch with pupils who aren't in school and their parents:
  - o If a pupil is isolating and their class is still in school they will be expected to submit work daily, if they are well enough to do so. Teachers will respond to work submitted via email or Tapestry or

Google Classroom. Teachers will make weekly phone calls to talk to the pupil and parent/carer to check how they are getting on and answer any questions.

- o Emails from parents/carers should only be answered between 8:30am and 4:30pm.

- o Complaints or concerns shared by parents/carers and pupils should be handled in the usual way following the chain of command: Phase Leader →Heads of School → Executive Head → Chair of Governors. For Safeguarding issues see below.

- o Teachers will contact parents via school telephone or email using the office email, where pupils fail to complete work. This will be done on the following day after work is due to be submitted. If a teacher is not permitted in school due to isolation, but is well enough to do so, they will be permitted to contact parents using their own phone, which must be set to private.

- o Any other behavioural issues arising will be reported in the first instance to the Phase Leader and then to the Heads of School.

> Attending virtual meetings with staff, parents and pupils:

- o When teachers are attending virtual meetings with staff, parents/carers or pupils, they will be expected to dress according to our School Code of Conduct in smart workwear.

- o Care must be taken when finding a suitable location to deliver virtual meetings with staff, parents/carers or pupils. Avoid areas with background noise and other individuals, and ensure that there is nothing inappropriate in view, this includes, but is not limited to, bedroom and bathroom furniture.

- o If teachers are working in school with their class, lessons will not be streamed remotely to protect the pupils in school.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8:30am and 3:30pm.

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, by telephoning the Heads of School.

When assisting with remote learning, teaching assistants are responsible for:

> Supporting pupils who aren't in school with learning remotely:

- o Teaching assistants will be available to support either individuals for which they have responsibility for providing 1:1 support during the normal school day, or small groups of pupils who they would support in class under the direction of the class teacher.

- o Teaching assistants should provide support by liaising with the class teacher to provide virtual meetings with groups of pupils or supporting teachers to email or prepare hard copies of work for pupils who may not have access to a device.

> Attending virtual meetings with teachers, parents and pupils:

- o When teaching assistants are attending virtual meetings with staff, parents/carers or pupils, they will be expected to dress according to our School Code of Conduct in smart workwear. Any tattoos and/or excessive piercings must be covered up.

- o Care must be taken when finding a suitable location to deliver virtual meetings with staff, parents/carers or pupils. Avoid areas with background noise and other individuals, and ensure that there is nothing inappropriate in view, this includes, but is not limited to, bedroom and bathroom furniture.

2.3 Faculty Leads

Alongside their teaching responsibilities, Faculty 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 Faculty Leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.

> Monitoring the remote work set by teachers in their subject by conducting monitoring activities as per the schools' subject monitoring timetable.

> Alerting teachers to resources they can use to teach their subject remotely.

2.4 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 weekly meetings with teachers and Faculty Leads, reviewing work set or reaching out for feedback from pupils and parents/carers via surveys.

> Monitoring the security of remote learning systems, including data protection and safeguarding consideration.

2.5 Designated Safeguarding Lead

The DSL is responsible for:

o   Ensuring that pupils and parents/carers have been provided with appropriate guidance on how to stay safe on-line.

o   Ensuring that pupils are not exposed to any danger or put at risk of any harm.

o   Responding to and following up on concerns expressed by staff, parents/carers or pupils, in accordance with child protection procedures.

o   Making referrals to appropriate agencies where necessary.

o   Monitoring the attainment of pupils who are vulnerable or known to Children's Services.

o   Communicating with parents/carers of pupils who are Looked After, on Child in Need/ Child Protection Plans, or are otherwise considered to be vulnerable by the school.

o   Liaising with outside professionals, completing or responding to reports, requests for information etc.

o   Being available for staff/parents/carers and pupils at all times to support the safeguarding of pupils.

2.6 The SENDCo

The SENDCo is responsible for:

o   Ensuring that the work provided by teachers is appropriate and accessible for pupils with Special Educational Needs and Disabilities.

o   Contacting parents/carers of pupils with an Education Health Care Plan (EHCP) on a weekly basis via telephone to see how they are getting on with the work set and addressing any additional needs, such as additional resources required to support learning.

o   Liaising with teachers to provide guidance on appropriate activities which can be provided remotely to support pupils in achieving targets.

o   Liaising with outside professionals to support pupils with Special Educational Needs and Disabilities, and to complete or respond to pupil reports.

o   Respond to any concerns reported by parents/carers or a pupil with Special Educational Needs or Disabilities.

2.7 IT staff

IT staff are responsible for:

> Fixing issues with school devices and systems used to set and collect work.
> Liaising with the School Office to help staff and parents/carers 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.

2.8 The School Office

The School Office are responsible for:

➢ Being the first point of reference for parents/carers to communicate with staff via email or telephone.
➢ Ensuring that emails, telephone messages etc. are passed on to the relevant staff member and parent/carer.
➢ Supporting teachers with the drop off and collection of hard copies of activities, set as part of remote learning.
➢ Liaising with the borough on procurement of devices.
➢ Liaising with parents/carers about the provision of free school meals.
➢ Keeping robust records for contact tracing and staff, parent/carers or pupil illnesses related to Covid-19.
➢ Ensuring that teachers are well informed about any possible pupils' absence/illness.

2.9 Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

> Register with their teachers from 9:30-10:15am and from 1-1:30pm daily.
> 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 .
> Be respectful when making any complaints or concerns known to staff.

2.9 The Governing Body

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 the relevant Phase Leader/Faculty Lead or Heads of School.
- Issues with behaviour – talk to the relevant Phase Leader or SENDCO or the Heads of School.
- Issues with IT – talk to the school office or for the issue to be logged.
- Issues with their own workload or wellbeing – talk to the Heads of School.
- Concerns about data protection – talk to the Data Protection Officer.
- Concerns about safeguarding – talk to the Heads of School/DSL.

4. Data protection

4.1 Accessing personal data

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

- Access parents/carers contact details by contacting the School Office. Who will provide contact details for staff members.
- No teaching assistant should contact a parent/carer without the prior knowledge and approval of the teacher.
- Only School devices should be used to access data. This includes using the school telephone system as far as possible. In rare circumstances where a staff member may need to contact a parent/carer from their own home please ensure home phones/mobile phones to 'private'. Please note this should only be done when it is not possible for a school phone to be used.

4.2 Processing personal data

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

Staff should not pass on their personal or school email or telephone number to parents/carers or pupils.

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.

5. Safeguarding

Please see the Child Protection and Safeguarding Policy for more details.

6. Monitoring arrangements

This policy will be reviewed at least termly or more frequently if the current situation regarding Covid-19 changes. It will be reviewed by the Heads of School in collaboration with the Executive Head Teacher, the Computing Lead.

At every review, it will be approved by the Chair of Governors.

7. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy and privacy notices
- Acceptable Use policy
- Online Safety policy
- Staff Code of Conduct