



**Bishop
Hogarth**

Catholic Education Trust

BISHOP HOGARTH CATHOLIC EDUCATION TRUST

REMOTE LEARNING POLICY

THIS POLICY APPLIES TO ALL ACADEMIES WITHIN THE TRUST

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Remote Learning Policy

Context

As a Catholic Educational Trust, we believe every pupil and student is made in the image of God, each one special and unique and we strive to ensure all pupils and students gain the best education at all times.

This policy aims to set out the intention of BHCET schools in order to ensure the highest quality education in exceptional circumstances.

All schools in the Trust believe the best education is when there is good communication, collaboration and support between the teachers, pupils and family.

This policy aims to guide staff, parents and students as to the expectations for remote learning and teaching in the exceptional case that the School site may become inaccessible, or have restricted access. Reasons for this include, but are not limited to:

- Extreme or inclement weather
- A local or national disease
- Loss of utilities such as electricity, heating or water.

This policy covers any circumstance during which it is not possible for the School to deliver the curriculum on site. This policy does not apply to individual students / teachers who are unable to attend School e.g., in the case of illness or an approved absence. In such cases, the usual arrangements for absence will apply.

This Policy has been reviewed through to [Providing remote education non-statutory guidance for schools: DfE January 2023](#)

School closures and attendance restrictions

The school will ensure that every effort is made to ensure pupils can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will have regard to its Emergency Management and Business Continuity Plan

Curriculum

The schools within BHCET are committed to ensuring the curriculum is broad balanced and purposeful. The intent of the curriculum is carefully designed to ensure the sequence of learning sets the right challenge and pace to ensure the best opportunities for progression.

In exceptional circumstances, as detailed above, it is the intention that all Trust schools will use an online platform, with the aim to continue the planned curriculum with some adaption, where necessary, to ensure the teaching online is focused on progress.

Trust schools believe that it is through effective teacher / pupil relationships, nurtured within the classroom, that give pupils the confidence and motivation to progress. Live online lessons and pre-recorded lessons with live questioning and feedback help to build this relationship.

Teaching online will replicate at least some aspects of this interactivity and intentional dialogue, and therefore teaching will be more effective, support pupil motivation and lead to improved progression. In addition, resources and/or textbooks (both 'hard copy' or electronic) could be issued for pupils to use at home to complement and support lessons.

Teaching online will include clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

Resources

Learning materials

The school will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the school may make use of the following:

- Printed resources, e.g. workbooks and textbooks
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

The school will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Teachers will use the school platform and may make use of 3rd party resources to supplement the teaching materials. Where this is the case the school will only use resources that have been reviewed and deemed suitable. These may include BBC Bitesize, White Rose Maths, Oak Academy etc

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

When setting remote education work, the school will consider the pupil's age, stage of development and any SEND. The school will also consider where this would likely require significant levels of support from parents, e.g. younger pupils or pupils with SEND who likely need parental involvement to facilitate engagement with remote education.

The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Collective Worship

Collective worship and reflection activities and tasks will be provided so they can be used for family reflection and prayer or individual prayer.

Physical Education

Practical Physical Education is a difficult subject to teach remotely. Whilst some aspects of health-related fitness and academic PE can still be taught online other aspects may need to be through demonstrations. Teachers will encourage pupils to take regular physical exercise safely.

Science, Music and Technology

Subjects with practical components, such as Science, Music and Technology, are difficult to replicate online safely. The use of video and modelled demonstrations may be used to enhance the learning. The curriculum will be adjusted where necessary.

Behaviour

Supporting good behaviour ensures a productive online learning environment for all of our students. Students are expected to join the remote lesson on time (with the exception of those who are unable to do so for good reason) and behave with respect and courtesy throughout the lesson.

All our teachers follow the Whole School Behaviour Policy with regard to discipline and classroom management. Rules and routines are discussed with students so that they are understood clearly. To be effective they should be:

- Fair and consistent
- Realistic and positive.

As outlined in the Suspension and Permanent Exclusion guidance, headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension or permanent exclusion.

Attendance and absence

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

The school will continue to record pupil attendance and absence in the register in line with the education regulations and [Working together to improve school attendance](#), using the most appropriate code, and in line with the school's Attendance Policy and Procedures.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform their child's teacher as soon as possible if their child is unwell.

The school will monitor absence and lateness in line with the Attendance and Absence Policy.

For individual cases where a pupil is unable to attend school but is able to partake in remote education, the school will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the pupil back to school. Remote education will only be provided when it is judged that its provision will not adversely affect the pupil's return to school.

Pastoral Support

Teachers will keep in regular contact with the pupils in their class. The school will monitor engagement in online learning and identify if there are any factors that are barriers to learning.

Schools are social communities and where possible the Teacher will try to ensure inclusive and engaging strategies.

The school will promote materials for mental wellbeing and PSHE which should be easily accessed by the pupils.

SEND

When delivering remote lessons, teachers will give due regard to the individual learning needs of each of their students. For students with Special Educational Needs and/or Disabilities (SEND), teachers must consider how best to support students with some specific provision and following recommendations as outlined in any Individual Educational Plan (IEP).

Teachers will work with the SENCo where appropriate to ensure the online learning is adjusted, if necessary, to suit the needs of the students with an EHCP

The school will ensure that the appropriate curriculum, teaching and support will be available to pupils with SEND to ensure they continue to learn effectively. Additional measures will be considered for pupils with SEND to mitigate the risk of pupils falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

The school will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, the school must instead consider, in cooperation with the local authority (if the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.

Early Years

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways in this policy. For such pupils, it is likely that the priority will be progress in early reading and possibly some early maths.

In order to support the parents of young children, to ensure continued access to appropriate reading books and resources for early readers, teachers will provide learning resources when it is considered as appropriate to do so.

For children in Early Years and some primary aged children, a remote learning platform may not always be the most appropriate resource and will be used alongside other measures e.g. Reading programmes, work packs, recorded sessions. In all cases children are expected to complete the tasks set and teachers will assess and give feedback using parent messaging apps.

Safeguarding

Safeguarding remains a top priority at all times and a Designated Safeguarding Lead (DSL) will be available at all times to address any concerns raised through virtual learning and/or onsite learning. We aim to ensure that all tasks and activities that the students undertake during periods of remote learning are safe. Students are expected to follow carefully the instructions of their teacher during lessons.

It is important for ensuring online safety and developing a work life balance that:

- Teachers will only communicate through the School-based learning platform
- Staff will not give parents, or students, their mobile number or personal email address
- Teachers will be available during their timetabled lesson and will not respond to communications outside normal school hours

During remote lessons, the school learning platform may be used by teachers as a communication tool to deliver lessons and also for pastoral communication with students and/or parents. When using the platform, students are expected to behave as they would in the classroom. This includes:

- Accessing the software in an environment that is quiet, safe and free from distractions
- Ensuring that students are ready to commence the online lesson on time
- Dressing appropriately for the lesson
- Ensuring that additional devices such as mobile phones are switched off for the duration of the remote learning period to avoid distractions and interruptions
- Ensuring that all other applications are turned off so that complete focus can be given to the online lesson
- Displaying intellectual courage during lessons and interacting with teachers and peers in a respectful manner
- Starting every online lesson with the camera turned off and microphone on mute until asked a direct question.
- Take care not to display overly personal items in the background – e.g. photographs, lingerie on radiators, etc. to minimise any embarrassment for your child.
- All comments made in any chat facility will be monitored and should be polite and respectful at all times.

During the period of remote learning, the school will maintain regular contact with parents 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 websites.
- Direct parents to useful resources to help them keep their children safe online.

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using school phones where possible.

All contact with vulnerable pupils will be recorded and suitably stored in line with the Records Management guidelines.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons. Pupils will be provided with the contact details of the DSL to report any concerns.

Serious incidents

All serious safety incidents involving technology will be logged centrally with the Designated Safeguarding Lead and the IT Manager. Where a student breaches any of the School rules regarding acceptable use of technology, the relevant Pastoral Learning Manager / Teacher will apply any sanction which is appropriate and proportionate to the breach, in accordance with the School's Behaviour Policy. The following policies should be referred to when considering how to promote online safety during periods of remote learning:

- *Acceptable Use of Technology Policy for Students*
- *Behaviour Policy*
- *Anti-Bullying Policy*
- *Online Safety Policy*
- *Safeguarding and Child Protection Policy.*
- *Attendance Policy and Procedures*

The guidance on [Safeguarding and Remote Education](#) information on what schools should be doing to protect pupils online during any period of remote education. The guidance includes a collection of resources which includes support for:

- safe remote education
- virtual lessons
- live streaming
- information to share with parents and carers to support them in keeping their children safe online

Free school meals

Where pupils eligible for benefits-related free school meals are receiving remote education will either provide good quality lunch parcels or to issue a food voucher if available. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school.