



**St Cecilia's**  
R. C. High School

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# Remote Learning Policy

Next Review Date: July 2026

## **Rationale**

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period, but a high proportion of students and teachers are healthy, and able to work as normal from home.

We may also apply this policy in the event of short-term school closures (e.g. as a result of inclement weather, strike action).

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming students are able to complete schoolwork at home.

Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

The Government has issued that for Secondary schools 5 hours of work should be set per day for school closures and pupils isolating.

With regard to any of the above, we would be in clear and constant communication with relevant pupils, parents and/or carers throughout.

## **Remote learning for individual students**

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work will be set by their subject teachers.

The student's subject teachers will use in the first instance Edulink to make work available to the student. The work will be set with staff naming the work 'work for absent pupils'. If there are any issues with the compilation of work, tutors should liaise the relevant head of year or subject leader (particularly if a classroom teacher is unavailable).

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days.

If a significant number of students are absent from school, but the school remains open, the Headteacher will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

## **Remote learning in the event of extended school closure**

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- a) Regular direct instruction from subject teachers, with the ability of students to ask questions online (via Edulink and/or Teams).
- b) The setting of work that students complete, written responses (if relevant) completed electronically.
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.
- d) Work set as per the timetable on Edulink
- e) Live lessons broadcasted from the classroom

**If this is the case the following must occur:**

- Cameras turned off but screen shared when appropriate
- Teacher to not use the full name of any child
- Recording of the lesson is not required as pupils present in the classroom
- Teacher can abort the lesson at any time if an incident occurs in the classroom that is not appropriate for live broadcasting to other pupils isolating at home

Students and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material. The primary platforms the school will use to deliver continuity of education are:

**Edulink:** access to Edulink is via the relevant app or any browser.

**Microsoft Teams:** accessed via the relevant app or desktop application, or via the following URL:

<https://teams.microsoft.com>

Access to these platforms is via a student's normal school login details; if students have difficulty with logging in, they should contact the school's IT support, Mr S Clough

[remotelarning@st-cecilias.lancs.sch.uk](mailto:remotelarning@st-cecilias.lancs.sch.uk)

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning. For shorter closures, for example, teachers may set work on Edulink for submission in person once the school has reopened.

For longer closures, teachers would make more use of live sessions (see specific guidance below and the appendix) and electronic assessment. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the circumstances of any closure and based on our experience.

### **The setting of tasks**

Subject areas will provide work broadly in line with students' timetables through the school's Edulink page. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:

1. Reading and noting new material from a common subject area textbook or electronic resource
2. Working through subject-specific presentations or worksheets provided by the subject area
3. Watching a relevant video resource and making notes on it
4. Completing a listening exercise (e.g. in languages)
5. Written responses to prompt questions, essay plans etc.
6. Completion of practice questions or past papers, particularly for those in examination years
7. Working through relevant exercises offered by external providers (e.g. Mymaths; BBC Bitesize; Oak Academy; etc)

Teachers will set tasks through the tasks function on Edulink and it is the responsibility of teachers and students to ensure they know how to use this functionality effectively.

Teachers should include line managers as co-owners of tasks to allow them to monitor and support as required.

### **Live sessions**

Academic subject areas may also arrange for teaching teachers to deliver content in a 'live' manner

(by audio and/or visual means) and will account to 40-60% of the pupils remote learning.

Microsoft Teams is a platform that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with the details of sessions and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in Teams and meet.

In a live session, there is no need for teachers or students to broadcast audio or video, as the text (conversation) function is adequate.

We would expect approximately 40-60% of remote learning provision to be live synchronous lessons.

### **Formative Assessment**

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

### **Possible methods may include:**

1. Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
2. Using the "Comments" function on online documents on Google or Microsoft
3. Providing feedback directly in the tasks function on Edulink
4. Sending a direct email to a pupil school email address or a parent's e mail address (or Edulink message) to students with specific feedback / targets
5. Feedback via another website / piece of software (e.g. MyMaths)

Additional functionality is available on Edulink, if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers) and teachers are able to use assignments to give feedback within Edulink

### **Expectations of students**

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Edulink, then they should mark tasks as "submitted" so teachers can monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's head of year.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment from their lockers home, or for parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these.

The school expects that parents have internet access at home to access remote learning resources, School have a limited number of laptops available for loan for those pupils with no IT access at home and teachers will make no presumption of the student's ability to print at home.

### **Expectations of teachers (and subject areas)**

Teachers should ensure they have effective internet and a phone connectivity at home. If there are IT related issues while remote working, teachers can contact SC

[remotelearning@st-cecilias.lancs.sch.uk](mailto:remotelearning@st-cecilias.lancs.sch.uk)

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of the substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes.

### **Subject areas are expected to:**

Respond to reasonable amounts of communication from students, parents and teachers

Plan and set tasks for their students using Edulink including approximately 40-60% live lessons

Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. Where possible, all communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

## Email using school email addresses only (both teachers and student)

Microsoft Teams

EduLink messaging (which can allow teachers to reply to an entire class)

### Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is set at the appropriate level for students and differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from JH. (AAHT SENCO).

The Support Team will endeavour to offer those students with additional needs support as necessary.

### Parents

The following bullet points will help support your child manage the work whilst unable to attend school:

- Ensure your child is up, fed and ready to work at 9.10am which is when their first lesson would start, if possible
- Try to encourage your child to follow the school day as best as possible
- Your child can take photos of their work and email to staff if required
- Staff will ensure the work is set on the day of the lesson.
- Staff are expected to have work set by the start time of each lesson.
- If your child is struggling with the work, they should ask for help from their teacher. They can do this by sending them a message on EduLink. Please remember that they are communicating with a member of staff and not texting their friend. Please ensure all comments made are work related and appropriate.
- Please talk to your child about their schoolwork, having them explain the work will help with their long-term memory and understanding of the work. Please check they have submitted their work at the end of each lesson
- Always encourage high-quality well-presented work
- Contact school via email or phone if you are having trouble accessing EduLink
- Work will be scaffolded, if appropriate.
- Each lesson will be of a maximum 60 minutes
- Homework will not be set on top of classwork if appropriate and enhances learning
- Feedback will be provided online and through submitted work and verbal feedback as well as when your child returns to school

If your child is self-isolating (**not through a partial closure**) work will be set via the class name on EduLink. This will not be set as a school day, lesson by lesson but as topic/project work including textbook work and work using online platforms through each department e.g. Sparx

If your child is unwell, they will not be set work until they are fit to do so.

## Further provision

We have purchased various packages that will supplement each department, for example, My Maths. These will still be set through Edulink but will more readily accessible for your child to access relevant and up to date knowledge rich curriculum through various platforms.

Any issues please email **Mrs Hall** [hh@st-cecilias.lancs.sch.uk](mailto:hh@st-cecilias.lancs.sch.uk) or Mr A Nelson [an@st-cecilias.lancs.sch.uk](mailto:an@st-cecilias.lancs.sch.uk)

**Mr Hewitt** [sh@st-cecilias.lancs.sch.uk](mailto:sh@st-cecilias.lancs.sch.uk)

Or our IT coordinator **Mr Clough** [remotelearning@st-cecilias.lancs.sch.uk](mailto:remotelearning@st-cecilias.lancs.sch.uk)

## Teams Online Learning Protocol

### Pupils

- Please make sure that your parent/carers know you will be taking part in a live/recorded lesson.
- Please be ready and prepared to attend your Teams call 5 minutes before the call begins.
- Your class Teams calls will follow your school timetable. Make sure you check your Teams calendar each day.
- Attendance to your Teams call is mandatory, but if you are unwell you can access your class call content via the class Teams chat.
- Assuming that a pupil is healthy and well enough to work, pupils will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting required tasks promptly and to the best of their ability. Pupils will also be expected to read and respond to communication from the school on a regular basis.
- When you enter a 'Team' make sure your camera/microphone are switched off. They may be turned on later. The teacher will direct you to do so. We encourage cameras to be turned on to help with engagement and to assess understanding.
- Ensure you have a tidy workspace
- Take mini breaks
- Ask for help if needed
- Pupils must not record or screenshot their learning on any device.
- School uniform for pupils is not needed however, attire must be modest and appropriate, for example, something that would be appropriate to wear on a non-school uniform day.
- When taking part in a live streaming session, where you are visible on the screen you must consider your surroundings. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Alternatively, Microsoft Teams has a facility to choose an anonymous background. Pupils should not be in their bedrooms.
- If you are likely to disturb others, use headphones.
- Be aware of what can be picked up around you on the microphone-siblings, parents, music, T.V etc.
- Pupils should not be eating.
- As you would be in school, please polite and courteous always.
- When the lesson is over make sure you leave the lesson before the teacher when asked.
- The school's behaviour code should be followed. Failure to do so will result in your teacher going through the following stages: Behaviour Recovery 1 for a first warning followed by a Behaviour Recovery 2 for any further issues and removal from the lesson.
- Should you be removed from the lesson, it is your responsibility to still complete all work your teacher sets.

- Any inappropriate use of the messenger service during a live lesson will result in an immediate removal from lesson. This includes posting any inappropriate memes, links to websites or unnecessary or uncalled for comments.
- If you are any more than ten minutes late to lesson, your teacher has the right to refuse admittance to the lesson. It is important you are prompt and ready to start lessons on time. If there are technical issues, message your teacher before the start of the lesson.
- If poor behaviour continues in lives lessons a pupil may be banned from lives lessons for all subject and work will only be provided through Edulink

## Parents

- **Parents/carers should not interact with teachers during live-streaming sessions**, in so much as they would not be able to do this if the teaching was face to face. The live-streaming sessions are for the benefit of pupils and are intended to replace on-site teaching during a time of extended and enforced school closure.
- Parents should provide a secure and safe place for the pupil to access remote learning from the home and be aware of additional changes to the behaviour policy to support remote learning. Just like in school, parents should support their child to be respectful to all members of the School Community when partaking in online learning.
- To ensure their pupils have the correct login and password details.

## Staff

- Normal school business wear for staff is not needed however, attire must be modest and appropriate, for example, something that would be appropriate to wear on a non-school uniform day.
- Use your camera at your own discretion. It doesn't need to be on all the time e.g. when you are using the screen mirroring function to talk through your PowerPoint, word document etc.
- When sharing your screen make sure that the only apps running are those needed in the meeting – you don't want to inadvertently display your emails, holiday pics, etc.
- Remind pupils of Teams call protocol: "turn your mic off. If you would like to speak use the raise your hand button or the chat function. Please remember that this call is being recorded".
- Always record your call. This can be accessed, if needed, by pupils in your class at a later stage via the Teams chat function. A copy of the recording will also be sent to your staff email account.
- Schedule your meetings with your normal timetabled lessons. Your call should end 5 minutes early to allow pupils to get ready for their next call.
- Should any safeguarding concerns arise, these are reported as a matter of urgency to DSL (SH, SB, PL)
- An attendance record of who attended each live teaching session should be completed. Absences from the 'Team' should be sent to the HOY/CL to follow up on the same day.
- If pupils' behaviour is poor, follow the protocol of: Behaviour Recovery 1 for a first warning followed by a Behaviour Recovery 2 for any further issues and removal from the lesson. Should this happen, the class teacher will log this on SIMS and ring home.

- BR3s will also result in an immediate removal and SLT will be informed.
- Any inappropriate use of the messenger service during a live lesson will result in an immediate removal from lesson and be classed as a BR3. This includes posting any inappropriate memes, links to websites or unnecessary and uncalled for comments. Should this happen, class teachers should log it on SIMS and ring home.
- Use of Breakout Rooms on Teams is allowed; however please ensure that you are monitoring the rooms at all times and there are no less than 3 present in the room at any one time. Pupils can privately contact you with any issues on Edulink, so make sure you have access to it during use of Breakout Rooms. If there are any safeguarding issues, inform GC/MS/BM.
- Any misuse of the rooms will result in immediate removal from the lesson.
- If pupils are more than ten minutes late to the lesson, staff have the right to refuse entry to that lesson. Staff will use their judgement of circumstances to decide whether this is appropriate.
- If there are IT related issues while remote working, teachers should contact IT support (SC).

### **Pastoral care during a school closure**

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents /guardians. However, form tutors (under the guidance of the AHT and Heads of Year) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to Heads of Year, particularly if there are concerns or a lack of communication. The Government guidance is weekly check ins using a variety of methods, e.g. text, phone call, parent mail, team live session etc. We will provide home visits if required.

### **Safeguarding during a school closure**

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviors and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. More advice on safeguarding and pastoral issues is available in the Well Being Behaviour Intent Document. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead;

SH [sh@st-cecilias.lancs.sch.uk](mailto:sh@st-cecilias.lancs.sch.uk)

### **Appendix - remote working, flipped classroom, GDPR and safe working practice**

Please note that any remote working methods should adhere to GDPR guidelines. In most cases remote working via shared documents and the tasks function on Edulink will give you plenty of flexibility. However, you must use your school email account for all communications with pupils and parents

It is possible to record meetings through Microsoft Teams and this is required, both for possible future reuse and to demonstrate safe working practice if needed. Students can also be prevented from recording the sessions and this function must also be selected.

Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.).

Any attempt by a pupil making one to one contact via Teams or any other online platform must be blocked immediately and reported to GC, BC, SB or MS

### **Useful websites**

[www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying/](http://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying/)

<https://coronavirus.lgfl.net/safeguarding>

[www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/?utm\\_source=Thinkuknow&utm\\_campaign=46e6250b3e-](http://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/?utm_source=Thinkuknow&utm_campaign=46e6250b3e-)

[TUK\\_ONLINE\\_SAFETY\\_AT\\_HOME\\_07\\_04\\_20&utm\\_medium=email&utm\\_term=0\\_0b54505554-46e6250b3e-55160381](http://TUK_ONLINE_SAFETY_AT_HOME_07_04_20&utm_medium=email&utm_term=0_0b54505554-46e6250b3e-55160381)

