St Joseph's Catholic Primary School

'Following Jesus in all we do'

Remote Learning Policy 2020-2021

Contact Information

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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 that St Joseph's can provide.
- Ensure that remote education is integrated into the curriculum, so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

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 safeguarding considerations.
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for organising the cover. 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 whilst 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.
- Code of Conduct
- Acceptable User agreement for Remote learning
- E-Safety Policy
- E-Safety Officer: Mr W Bowring

Teachers

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

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 providing remote learning, teachers are responsible for:

Setting work:

- Teachers will provide learning for their current class.

- Teachers will use resources such as: Education City, Purple Mash, Century, BBC Bitesize.

- The work will be uploaded to the school's website, 'Tapestry' or 'Teams' by the designated lead for each year group and overseen by the school's website. manager.

- The work will be set weekly and a weekly class timetable will be shared on the each year group page on the website every week. There will be a tab on the class the page for lessons on a Friday which will be provided by curriculum specialists.

- Teachers will outline and upload the daily work plan for the following week by the end of Friday for the following Monday.

Please refer to Protocols for Remote Learning based on four scenarios appendix B

Providing feedback on work

- Teachers will respond through 'Tapestry', 'Teams' and via class email.

- Pupils will upload their work to either 'Tapestry, 'Teams' or via class email

Keeping in touch with pupils who aren't in school and their parents:

- In the case of a national or local lockdown, Mrs Louise Bury the Head Teacher will follow the guidelines set out in the school's COVID-19 action plan and communicate any further information via the website, parent-text and where necessary via virtual meetings.

- Vulnerable pupils will be called weekly - CP/EHCP/identified pupils, this will be done by members of the safeguarding team, which include the school's family support worker and SENCO.

- The school office will be available from 8:30-4:30 daily via email, school mainline 01905 452772 or school mobile 07719108188 or 07719108185

- Emails received from parents and pupils are to be checked between 9am and 3pm, Mon-Fri. Teachers should respond to pupil/parent emails within 48hours.

Teaching Assistants:

When assisting with remote learning, teaching assistants must be available during their 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:

- When requested by the class teacher or line manager to carry out interventions
- Will liaise with class teachers to support planning and resourcing differentiated learning.
- Will manage the behaviour of a class and daily routines of a school day if a teacher is off site or rostered to supervise and teach key worker children in the event of a full lockdown.
- Support teachers with marking and feedback.
- Will create and mark paperwork packs for classes.

Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for: monitoring the work set by teachers in their subject

- Review work set.
- Provide support for teachers on for their subject area.

Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time
- Seek help from teachers if they need it via email or telephoning the school.
- Alert teachers if they're not able to complete work via email.

Staff can expect parents to:

- Seek help from the school if they need it via email or telephone.
- Be respectful when making any complaints or concerns known to staff
- Make requests for paper packs by Friday at 3pm.
- Packs will be available on the Monday at 3pm for collection where previous week's packs will be dropped and new ones collected.
- Packs will be marked on a Tuesday by TAs who will liaise with Class Teacher for feedback. The marked packs will be available for collection the following week.

Governing board

The governing board is responsible for:

- Approving the policy

- 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.

Who to contact:

If staff have any questions or concerns about remote learning, they should contact the following individuals: Here are some suggested issues and the most likely points of contact:

- Issues in setting work: Contact the relevant subject lead or SENCO

- Issues with Behaviour: Contact the Behaviour Lead- Mrs Masters

- Issues with IT: Contact Mrs Yeomans or Mrs McDonagh to log concern with IBS

- Issues with their own workload or wellbeing: Contact your Line Manager

- Issues with regarding E-Safety: Contact Mr W Bowring

- Concerns about data protection – Contact the Head teacher/Deputy Head teacher

- Concerns about safeguarding – Contact a member of the Safeguarding team and Log concern on the school's safeguarding software- MyConcern

Data protection

Accessing personal data

When accessing personal data, all staff members will:

- All staff have access to "My Concern' to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.

- Teachers are able to access parent contact details via the office manager who will access the school's MIS system.

- School laptops, iPads and mobile devices are to be used when carrying out remote learning or contacting parents.

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**

- Keeping operating systems up to date – always install the latest updates

Safeguarding

Please refer to Child Protection and Safeguarding Policy.

Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government and verified by the Governing Body.

Links with other policies

This policy is linked to our:

- Behaviour policy/COVID-19 Addendum Behaviour policy

- Child protection policy and COVID-19 Addendum child protection policy

- Data protection policy

- Internet and remote learning acceptable user policy

- E-safety policy and COVID-19 Addendum Policy

- Code of Conduct

Appendices:

A: Protocols for Remote Learning based on four scenarios

B: Flow charts Parent / School agreement

Protocols for this event are split into 4 scenarios:

1. <u>An individual pupil or small group of pupils self-isolating</u>

   These pupils will use the 'isolation grids', provided on the year group webpages, as remote learning. Communication and feedback will be given via school emails with the class teacher.

Do you have a child absent in your class?		
There is no reason (code N) ↓	They are off ill (code I) ↓	They are self-isolating (code X) ↓
Wait 24hours to see if parents have already been in touch. ↓	They are off poorly as normal. No need to make contact.	If the code has is in your register, parents have let the school know. Email the parent and direct them to isolation home learning
Still no reason given? Email the parent to establish reason for absence- do they require isolation work? Let TE know that this has been actioned. ↓		
Still no reply? Let LB/TE know of your concerns and a call will be made home		

2. <u>A whole class/year group bubble self-isolating</u>

   The class/year group will access the 'isolation grids' until the teacher is able to provide pre-recorded lessons. This should take no longer than a week. Three lessons per day will be provided for the class/year group. This will be done via Tapestry in Rec and KS1 or Teams at KS2. In the event that the class teacher is ill and unable to provide pre-recorded lessons then another member of staff we be asked to support the class remotely.

3. <u>Whole school self-isolating</u>

   Each year group will access the 'isolation grids' until the year group teachers are able to provide pre-recorded lessons. This should take no longer than a week. Three lessons per day will be provided for the year group. This will be done via Tapestry in Rec and KS1 or Teams at KS2. In the event that the class teacher is ill and unable to provide pre-recorded lessons the year group partner teacher will be asked to support the class. Senior leaders will contribute to remote learning by providing pre-recorded lessons in their designated subject e.g. Mrs Jackson will

provide RE lessons. In the event where on-site provision is still accessed by Key Workers and vulnerable pupils, senior leaders will do their best to consider the workload of all staff when drawing up on-site rotas.

4. <u>Individual teacher or group of teachers self-isolating</u>

In the event that a teacher has to isolate but is well, they will teach their class via teams and/or using pre-recorded material. The TA will facilitate the learning in the classroom with the children. Any children who are also isolating in the class will also be able to access the teams lesson or learning set via tapestry.

Each case is different but the focus must remain on the children's learning moving forward and ensuring the coverage is progressive. Where live teaching through teams is appropriate it will be used so the teacher can still deliver the lesson. In KS1 pre-recorded lesson starters may be more appropriate with opportunities for live teaching at specific times for example to share a story or recap something specific they have found difficult. Where staff also have children to care for this approach may also be more suitable. The key focus is on the children's progress, however possible. In all cases the teacher must liaise with their TAs and be organised to ensure they have everything they need to enable the learning can continue as normal.

In the event that the class teacher is ill and unable to provide pre-recorded lessons the year group partner teacher will be asked to support the class. In this instance Teaching Assistants might be asked to support pupils on-site the classroom.

Flow Chart for Parental Action when child is Self-Isolating.

Inform school of child self-isolating.

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Email your child's teacher to ensure that they are able to keep in regular contact with your child during self-isolation.

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Access the self-isolation button on your child's year group page of the school website to start with. Your child's class teacher will then give your child specific work in line with what is being covered in class. In KS1 this will be through Tapestry and in KS2 your child will access the learning through teams. We advise that your child completes three activities a day.

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Email work back to the teacher or place on their class page on Teams (KS2) or post a picture of their work on Tapestry (KS1). They will then receive feedback.

Flow Chart for Parental Action in a Lockdown.

If the class has to isolate.

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Email your child's teacher to ensure that they are able to keep in regular contact with your child during self-isolation.

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KS2 children -Access Teams (KS2) using your child's email address which they have all had created for them.

KS1 children – access Tapestry to see work set.

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Teachers will ensure work is placed on Teams (KS2) or on Tapestry (KS1) during the period of Lockdown. There will be three activities a day for your child to complete.

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KS2 - Email work back to the teacher which your child has completed or place it on their class page in Teams for feedback.

KS1 – take picture or videos of your child's work and upload it to Tapestry for feedback.