

# St Joseph's Primary School

## Remote learning policy



**Approved by:**

Mrs D McFarlane

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Ongoing

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## Contents

1. Aims .....	2
2. Scenarios .....	2
3. Roles and responsibilities .....	4
4. Who to contact .....	7
5. Data protection .....	8
6. Safeguarding .....	8
7. Monitoring arrangements .....	9
8. Links with other policies .....	9

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## 1. 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
- To maintain the health and well - being of all staff, pupils, families, governors and stakeholders within the school community.
- To maintain the learning opportunities available to all children.
- To ensure that all children can participate in Remote Learning.
- To ensure that all children make good progress in their learning and are engaged with the school.
- To safeguard children during any period of time that they are not able to attend school.

## 2. Scenarios

### **A. If one child needs to self-isolate at home or if one child is awaiting test results:**

The child will be provided with a timetable of activities to be completed at home.

Each day will include:

- An English lesson set via Serial Mash, Oak National Academy or Read Write Inc. The pupil will be given feedback via Purple Mash
- A Maths lesson delivered via Oak Academy. This will be the same objectives as is being taught in school. The independent tasks will be very similar to those given in school as both are based on Maths Mastery. Access to TT Rockstars is always available to all children and is strongly encouraged.
- At least one foundation subject lesson which has the same objective as taught in school. This will be in the form of a Powerpoint / flipchart / a different high quality resource. The independent task will be completed on Purple Mash or on a worksheet provided by the class teacher.

The class teacher will check in with the child, their parent or carer three times a week to ensure the child has sufficient work and to sort out any other issues which may have arisen in relation to the work provided.

The teacher check in will be either via email, Google Meet or telephone. Only one of the three sessions to be by email.

### **B. If a Class bubble needs to close:**

Class teachers will be available between 9:00 - 9:30 for an online register / well-being check in. The class teacher will outline the lessons for that day and give children an opportunity to ask any questions.

Parents will be emailed a weekly timetable giving daily lessons.

#### **Maths:**

- Oak Academy mathematics lessons will be assigned daily over the timetable provided. The teacher must ensure that the appropriate lessons are in place to follow on from the lessons in school
- One activity will be assigned on Maths with Parents weekly.
- Maths drop-in sessions will be offered between 1:30 - 2:30 daily. This will be an opportunity for children to ask any questions. The class teacher will share their screen of the online lesson and can talk through the worksheets. **English**
- For those on the programme, daily RWI lesson clips are assigned according to the groups (from the portal). Matched decodable books / e-books provided for practice.
- Serial Mash will be assigned to children daily. Alongside reading the chapter online, children will answer comprehension questions about the book and complete writing tasks. Class teachers will provide individual feedback daily.

- Online reading journals to be used via Purple Mash
- Extension English lessons to be provided via Oak Academy or literacy Shed. Teachers must ensure the appropriate lessons are in place to compliment the lessons in school
- Spellings can be practiced at home in their Spelling Booklets provided by the class teacher.

## **RE**

- Collective Worship slides from Ten Ten will be uploaded for children to access at home, every day.
- Staff will provide their own resources which would have been used in class. (At KS2, there are usually six pieces of work per term.)

## **Humanities and Science**

- Staff will provide their own slides/flipchart and other planned work.
- Oak Academy or BBC bitesize resources may be used for humanities or science, but only where this matches what would have been taught in class eg the Vikings or Electricity etc

## **Other foundation subjects**

- PSHE activities covering pupil wellbeing will be set weekly. This will be either via a PowerPoint/planning sent by the class teacher, or assigned to via Purple Mash.
- A MFL activity will be provided weekly, as set by the MFL specialist teacher
- Music will be timetabled weekly.
- Computing will be timetabled fortnightly although children's practical skills will benefit from this remote learning.

## **C. If a class teacher is ill and the bubble closed:**

If the class teacher is ill, and the bubble is down, they will not be expected to engage in the remote learning of the children as detailed above. Instead, children will be provided with learning booklets for Maths and English, assigned by the class teacher in advance. [All learning booklets must be stored in the planning file on Staff Share](#). In addition, cross-curricular activities will be provided directly to the children. Where possible, these will link with the topics taught by that class.

Other members of staff will try to at least acknowledge the work which has been done by the children in the class concerned.

Times Table Rockstars and Purple Mash will always be available to the children.

Staff will ensure there is an additional member of staff able to access online learning. Along with support from the SLT, this additional person will then help ensure work is posted to Purple Mash and Maths with Parents.

### 3. Roles and responsibilities

#### 3.1 Teachers

When providing remote learning, teachers must be available between 8am – 4pm.

If they are 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.

#### **Non-negotiables for teaching online.**

Staff will:

- Share teaching and activities with their class through class email and the school website Class Pages Home Learning Tab in cases where a whole bubble closes
- Continue teaching in line with current year group planning that is already in place throughout the school
- Make themselves available on video calls between 9:00 - 9:30am every weekday for a wellbeing check in. This will also be used to explain lessons for that day. This will be done via Google Meet (only if the whole bubble is closed).
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Ensure work that is set, aligns to the regular curriculum taught in school
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks
- Respond to the children's learning every day, but not necessarily on an individual basis as might happen in class.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Ensure the needs of any pupils with SEND are being met appropriately, using differentiated materials if necessary.

- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Log pupil participations and motivation and feed this back to parents/carers
- Reply to messages, set learning activities and give feedback on activities during the normal teaching hours 9.00 am – 3.30pm
- Ensure that if attending virtual meetings with other staff, external agencies, parents and pupils they reply to RSVP via their school e-mail address. When using Google Meet/Zoom, avoid areas with background noise, ensure that there is nothing inappropriate in the background, ask all to remain muted unless invited to speak, access the chat function primarily to communicate.

### **3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available between 8am – 4pm.

If they are 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:

- Assisting the class teacher in sharing teaching and activities with their class through the school website Class Pages Home Learning Tab in cases where a whole bubble closes
- Assist the class teacher in keeping daily contact with children through the measures outlined above – using approved apps and platforms only, reporting any safeguarding concerns in a timely manner
- Reply to messages, assist the class teacher with setting learning activities and giving of feedback on activities during the normal teaching hours 9.00 am – 3.30pm
- Support pupils where appropriate, with accessing learning remotely, including those with SEND in accordance with IEP targets; and
- Attend virtual meetings with teaching staff, parents and pupils where deemed appropriate to do so, avoiding areas with background noise, ensuring that there is nothing inappropriate in the background, remaining muted unless invited to speak, accessing the chat function primarily to communicate.

### **3.3 Subject leads**

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring the learning set by teachers for their subject responsibility to make sure all work set is appropriate and consistent

- Review the learning set for consistency and parity of practice across the school
- Review current subject expectations in the light of the need of remote home learning for the individual, the bubble or the whole school in the case of localised lockdown. □ Identify resources that staff can use to teach their subject remotely

### **3.4 SENDCo**

The SEND leader is responsible for:

- Liaising with colleagues in regard to the appropriateness of work set for the children on the SEND register for remote learning.
- Liaising directly with parents and carers of SEND children in regard to supporting with remote learning.
- Liaising with outside agencies.
- Ensuring that pupils with EHCPs continue to have their needs met while learning remotely.
- Keeping up to date with EHCP annual reviews in line with DfE guidance.

### **3.5 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 regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **3.6 Designated safeguarding lead**

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any safeguarding concerns

Please refer to the school's Child Protection and Safeguarding policy and the addendum regarding school closure and Covid 19.

### **3.7 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents 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

### **3.8 Pupils and parents**

Staff can expect pupils learning remotely to:

- 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:

- Support their child's learning to the best of their ability
- Encourage their child to access and engage with Microsoft Teams/Tapestry posts from their teacher
- Check their child's completed work each day and actively encourage the progress that is being made
- 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
- Be mindful of mental well-being of both themselves and their child(ren) and encourage their children to take regular breaks, play games, get fresh air and relax

### **3.9 Governing board**

The Governing Body is responsible for:

- Monitoring the consistency of the school's implementation of any of the above scenarios to ensure the quality of education remains as high quality as possible.
- Ensuring the staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.
- Liaising with the Headteacher to ensure the well-being of staff under any of the above scenarios.

## **4. 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 subject lead or SENDCO (Mrs Fern)
- Issues with behaviour – talk to a member of SLT (Mrs McFarlane, Mrs Harrand, Miss Hampsey)
- Issues with IT – talk to Mr Bashir (IT support)
- Issues with their own workload or wellbeing – talk to their line manager or a member of SLT
- Concerns about data protection – talk to the data protection officer (Mr L Mitchell)
- Concerns about safeguarding – talk to the school's DSL (Mrs McFarlane, Mrs Harrand, Miss Hampsey)



## 5. Data protection

### 5.1 Accessing and processing personal data

All staff members should be mindful that:

- Only school devices should be used e.g. laptops and Ipads not personal devices when accessing any personal information on pupils.
- Any work completed by children should be stored in a file on that device.
- Staff members may need to collect and/or share personal data as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permission.
- Emails should not be shared with anyone outside of the school.

### 5.2 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.
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates.

### Online Safety

School and parents must work together to ensure that children are safe online. Children must remember that they have learned in class about staying safe online. They must not share their passwords with others. Parents must supervise children whilst they are using the internet. Parents must remind children that whatever they write online is visible to others and leaves a digital footprint. Parents can use online resources on the school website to help educate the children about staying safe online.

## 6. Safeguarding

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary, they will use personal phones but they will withhold their personal number.

Staff will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

Please refer to the school's Child Protection and Safeguarding policy and the addendum regarding school closure and Covid 19.

## 7. Monitoring arrangements

**This policy will be reviewed continually in the light of the changing situation and the development of new technology and resources.** At every review, it will be approved by the full governing board

St Joseph's aims to ensure that all staff involved in Remote Learning or the use of technology to contact pupils or parents are briefed on best practice and any permanent or temporary changes to policy and procedures.

The school will take account of DfE guidance in relation to the planning and delivery of online learning as well as nationally recognised guidance including [Guidance from the UK Safer Internet Centre on safe remote learning](#) and [London Grid for Learning on the use of videos and livestreaming](#). Issues such as accessibility within the family home, the mental health and well-being of children, including screen time, and the potential for inappropriate behaviour by any adult or pupils will all be taken into account

The DfE has produced a [Quality assured list of remote education resources](#) which are available to schools and parents for free.

## 8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Marking and feedback policy