Remote Learning Policy

Ratification date:	November 21
Committee:	LMC
Chair of Governors:	Mrs Debbie Penny
Head Teacher:	Mrs Nuala Ferguson
Review Date:	October 23

Safeguarding Statement

At St Anne's Catholic Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Anne's Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

1. INTRODUCTION

Remote learning provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes.

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

2. 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

3. ROLES AND RESPONSIBILITIES

3.1 Teachers

When providing remote learning, in the case of whole school or bubble closures, teachers must be available between 9.00am -12.00pm and 1.00pm - 3.00pm for contact by the SLT.

In the case of a bubble closure, teachers will connect with pupils via the agreed video call application in pre-arranged, timetabled sessions. These sessions will take place every day. In the case of a whole school closure, this would be reduced to every other day to accommodate for multi-sibling families and possible timetable clashes.

The teacher-pupil conferences can be arranged into short timed sessions to accommodate differentiation and several smaller groups of children. Each smaller group session does not need to last one whole hour, but at least one hour in total must be allotted to each class for both a morning and an afternoon session. Each session will cover a core subject such as Mathematics or English, and RE/Science/History/Geography.

If teachers 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 providing remote learning, teachers are responsible for:

- Setting work –
- For all children in the class, including SEN or EHCP children normally supported by a TA
- Providing differentiated work to suit the needs of small groups and individual children, as per normal class responsibilities.
- Setting a quantity of work which would reflect a similar independent working session of the normal school day, for each school day
- For whole school or full bubble closures:
- Uploading work to the school website, on the Remote Learning tab and corresponding class tab and reviewing during remote video call sessions or via the Class Dojo application. This will be on a daily basis.
- Providing daily work to cover Mathematics, English, Phonics (EYFS and KS1 only) and RE/Science or History or Geography - a minimum of three separate lessons and curriculum areas per day.

For isolating children:

- Uploading work to the school website, on the Remote Learning tab and corresponding class tab and reviewing during remote video call sessions or via the Class Dojo application. This will be on a daily basis.
- Providing daily work to cover Mathematics, English, Phonics (EYFS and KS1 only) and RE/Science or History/Geography - a minimum of three separate lessons and curriculum areas per day.

Providing feedback on work –

- Feedback can be part of the timetabled small group or whole class sessions
- Feedback will be delivered via the Class Dojo application (KS1/LKS2) or via email (KS2). This will be on a daily basis

Keeping in touch with pupils

- For whole school closures, contact should take place every working day. This should be part of the timetabled live lessons
- For children who do not have access to video call applications, or have not attended online sessions, contact will be made via telephone every 48 hours.
- For bubble closures, contact will be made daily through live lessons.
- For isolating children, contact will be made daily through live lessons (KS2/Year 2) or story time (EYFS/Year1)

- Emails will be answered within a daily window, and within the specified 8:30am-12pm and 1pm-4pm working day
- Any complaints or concerns shared by parents and pupils should be attended to and/or shared with SLT for further support. Any safeguarding concerns should follow ordinary protocol and should be brought to the attention of the DSL via the agreed channels
- Children failing to complete work must be contacted directly, via telephone, to offer assistance and support after 72 hours.

Attending virtual meetings with staff, parents and pupils

- Staff should be appropriately dressed
- Location should be appropriate to enable clear communication and to avoid unnecessary interruptions
- Background should be neutral.
- Cameras should be on unless agreed otherwise.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9.00am – 12.00pm and 1.00pm - 3.00pm.

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:

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

- Supporting the class teacher during zoom lessons by assisting in groups/ break out rooms on zoom etc.
- At times the class teacher may ask the TA to lead a group on a separate zoom lesson (eg. Phonics group) This is to be planned by the class teacher and explained to the TA in advance.
- Supporting the class teacher on class dojo by responding to comments and posting comments on class page.
- Contacting their 1:1 child weekly via telephone or video call. (if applicable)
- Pre-recorded videos of stories/ novels to be uploaded to dojo/ tapestry daily.
- Supporting the class teacher with work packs/ learning.

If teaching assistants are working in school, the class teacher will take responsibility for the above. The class teacher will not have breakout rooms on zoom if the TA is not available.

All TA's will be given a list of online CPD that they can also complete during any given lockdown period.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning, and action accordingly
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent in volume across the school
- Support and alert staff to additional or complementary resources deemed appropriate for remote learning
- Monitoring the amount and type of remote work set by teachers in their subject to support cohesion and coverage of the curriculum where possible.

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, ensuring staff are aware and are following policy and agreed protocol
- 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

3.5 Designated safeguarding lead

The roles and responsibilities for safeguarding in our school remain in line with our Safeguarding Policy.

The DSL/ Deputy DSL is also responsible for:

- Ringing vulnerable children once per week to check on their welfare.
- The DSL or Deputy DSL be either on site or contactable by phone at any stage of the day.
- Liaise with families and Family Support Service as necessary.

3.6 IT equipment and applications

Teachers are responsible for:

- Alerting the school to any problems with systems used to set and collect work which might prohibit the delivery of remote learning
- Contacting the school IT support 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 by referring to the school IT support

3.7 SENDCO

- The SENDCO will be responsible for supporting staff when required in creating work content suitable for children on the SEND register and EHCPs. This will involve suggestions on how to provide additional support for the child, resources, teaching and learning strategies and statutory requirements.
- Whole school/whole class closure - The SENDCO will also telephone all SEN children once per fortnight.

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, alerting teachers via the Class Dojo application
- 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.9 Governing board

The governing board is responsible for:

- Monitoring and supporting 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.

4. WHO TO CONTACT

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – seek support from the relevant subject lead or SENCO
- Issues with lack of contact or pupil engagement – seek support from a member of the SLT
- Issues with IT – seek support from IT support via email (ITlog@stannes.cheshire.sch.uk)

- Issues with their own workload or wellbeing – seek support from a member of the SLT
- Concerns about data protection – seek support from the data protection officer (Michele Ashbrook)
- Concerns about safeguarding – seek support from the DSL or Deputy DSL.

DSL- N Ferguson

Deputy DSL – E Catchpole, M Kelly , C Alcock,

5. DATA PROTECTION

5.1 Accessing personal data

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

- Access data on a secure cloud service or a server in your IT network
- Use school provided devices, such as laptops, rather than their own personal devices

5.2 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.

5.3 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. SAFEGUARDING

During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- The best interests of children continue to come first
- If anyone in our school has a safeguarding concern, they will act immediately
- A designated safeguarding lead (DSL) or deputy DSL will always be available
- No unsuitable people will be allowed to gain access to children.
- Children should continue to be protected when they are online- regular reminders/support will be sent to parents/Carers.

We continue to work closely with Cheshire East Local Authority and we will ensure this is consistent with their advice. This will include information regarding supporting children with education, health and care (EHC) plans, information from the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.

A copy of our safeguarding policy and COVID-19 addendum can be found on our website.

7. MONITORING ARRANGEMENTS

This policy will be reviewed termly. At every review, it will be approved by St Anne's Governing Body.

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

Date	Version	Notes
Dec 21	Draft 1	Initial draft shared with full governing Body