# St Mary's RC Primary School: Remote Learning Policy

*Ora bene labora bene – pray well work well*

## *Excellence, inspired by Gospel values*

**Headteacher:** Mr David Miller

**Chair of Governors:** Dr Joanna Marshall

**Date:** November 2020

**Date for Review:** September 2021

# Remote Learning Policy

This policy has been developed in response to the Covid-19 pandemic, which has resulted in a potential disruption to teaching. Remote education is a way to ensure the curriculum can continue to be taught. It also provides the ability to set learning and mark work more easily, with technology having the power to potentially engage more children.

If our school faces a period of short term or long-term closure, staff will continue to provide education and support to our parents and pupils using remote learning where possible. During a period of remote learning, the planned curriculum will be carefully considered and adjusted to form the content of the activities offered electronically or by way of a paper pack where required. The health and well-being of our pupils and families will also be a focus with activities and communications designed to address these needs.

This document sets out our approach to curriculum delivery and implementation of remote education should the following scenarios occur:

- A small number of pupils need to self-isolate.
- A class or year group, including the class teacher/ teaching assistant need to isolate.
- A teacher needs to isolate whilst pupils remain at school.
- A local lockdown requiring all pupils and staff to remain at home.

We acknowledge that there are several challenges around remote learning, which include:

- Ensuring all pupils have access to an appropriate electronic device with internet
- Working parents
- Shared devices with other family members
- Childcare
- Parent confidence in home schooling
- Time
- Resources such as paper, ink and stationery
- Teachers who have home circumstances which make it challenging to provide all aspects of remote learning

Through this plan we aim to:

- Maintain high levels of communication and contact with pupils and their families.
- Continue to support the mental health and well-being of the whole school community.
- Set assignments so that pupils have meaningful work each day in different subjects.
- 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 practised in each subject.

- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources, videos or live sessions.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- 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.
- Deliver a curriculum programme, that as much as is possible, matches the core teaching which pupils would receive in school, ideally including daily contact with teachers.
- Acknowledge that a school day cannot be recreated at home and that teaching input via remote methods will never equal that which happens face-to-face.

## Virtual Learning Environments

We use two virtual learning environments (VLEs):

- Our Early Years team use Tapestry as their VLE - an app for capturing and sharing each child's learning journey and for communicating with home too. They will also use Google Meet (for video conferencing – live lessons).
- In Key Stage 1 and 2 we use Google Education including Google Classroom and Google Meet.

## 1. Roles and Responsibilities
## Setting Work

When providing remote learning, teachers are responsible for:

- Setting work for their current class.
- Setting the appropriate amount of work on the VLE according to the situation which has led to the need for remote working (see appendix 1).
- Setting the agreed amount of work in a paper-based format for those children who do not have access to technology, according to the situation which has led to the need for remote working (see appendix 1).
- Offering a broad and balanced curriculum, by ensuring daily Maths and English as well as time devoted to other subjects which would have been taught in school during the time in which the remote education is required.
- Understanding that learning remotely will be more difficult and adjusting tasks into smaller steps to allow for this.
- Ensuring PSHE/wellbeing activities are planned into the curriculum.
- Setting work by the appropriate time, in line with guidance given on appendix 1.
- Liaising with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

- Adjusting the work provided to meet the needs of children with SEND, EAL or more able learners. For some SEND children, staff will work with families to ensure they have the appropriate assistance from school to support their child at home. This may involve phone calls or reaching out to parents via other means – this will always be agreed with SLT before being used.
- Discussing any behavioural issues encountered, with a member of SLT to consider an alternative strategy.
- Selecting appropriate resources to support the teaching. Staff can use a blend of nationally available resources, EdShed, Letter Join, Purple Mash, Lexia, Oak academy online resources and their own bespoke resources.
- Considering the issue of copyright before using resources which they source through other means.
- Ensuring that non-screen-based learning is also offered so that children are not constantly using a device.
- Using Tapestry to set tasks which are interactive and may engage the children more easily, particularly in Early Years.

## Feedback

Feedback should be provided to the children in the following ways:

- 'Marking' work submitted online and returning it online within 48 - 72 hours (some forms will mark automatically and marking will mean reviewing the data provided by the self-marking).
- Sharing feedback with children by adding comments to their work which is turned in, chatting to them in their weekly contact, providing self-marking work which can offer a score, or via email.
- Marking any work from children working on paper-based learning which is returned to school in any format and provide feedback via email within 4-5 working days (current quarantine rule will have to be applied before staff member accesses it).

## Communication

Staff must keep in touch with pupils who aren't in school and their parents by:

- Regularly contacting pupils and parents following the guidance on appendix 1 and maintaining a log of these calls (TAs can support with this).
- Responding to emails within the working day (usually 8:45am – 4:00pm but not within teaching time, and never outside of agreed hours) aiming to respond within 24 and 48 hours. The 'Guidance for School Email' should be followed at all times. If a class teacher is unwell, the TA linked to the class should take over the email.

Complaints or concerns shared by parents or pupils should be passed on to the Headteacher or Deputy Headteacher who will assist with your response or respond themselves. Safeguarding concerns should be passed to the DSL.

## Virtual Meetings

Staff will host and attend virtual meetings with colleagues, parents and pupils. Staff must ensure that:

- They are appropriately dressed, as they would be for work.
- The location in which they are working does not have any back-ground noise and is free from interruptions, including from telephones and that there is nothing inappropriate in the background. Live lessons begin on time, and that they are joined in the meeting 5 minutes prior to the start time so that others can join (children cannot join unless the teacher is already on-line).
- Live lessons do not run beyond their end time.
- Live sessions are recorded and made available for those children who were not able to access live.
- All pupils mute themselves on arrival to the meeting and only unmute when requested to do so.
- Only one person talks at a time.
- 'Hand up' or 'chat' feature are used by the children to be able to contribute.

## Professional Role

All staff should:

- Seek help from colleagues, if needed, to be able to provide appropriate remote learning.
- Attend all CPD which is provided to support this role and catch up any professional learning that is missed.
- Inform Headteacher or Deputy Headteacher in advance if they are unable to / or may be unable to offer live sessions at the time assigned (due to home circumstances which mean they need to request flexible working).

## Teaching Assistants

When assisting with remote learning, teaching assistants are responsible for:

- Liaising with the class teachers they are assigned to.
- Supporting pupils who aren't in school with learning remotely e.g. checking in with the child; offering further explanations; re-shaping tasks etc via email, Google Meet, telephone.
- Leading 'live' wellbeing activity sessions with a small group of children.
- Supporting 'live' teaching by overseeing the chat feature and supporting any children with basic technical issues.
- Making phone calls to children and parents as requested by the class teacher.
- Attending virtual meetings as requested and following the protocols for teachers as detailed above.
- Supporting children in class while the teacher remotes in for lessons (if the teacher has to isolate).

### 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, reviewing work set or reaching out for feedback from pupils and parents (Headteacher / Deputy Head).
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations (Data Protection Officer).
- Monitoring safeguarding considerations.
- Promoting online safety and sharing relevant resources on the school website and/or VLE.
- Calling identified families regularly to offer support and check on children's well-being.

### Governors

Governors are responsible for:

- 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.

### Pupils and Parents

School expect pupils accessing home learning to:

- Use the training and teaching which they have accessed in school to enable them to access their learning
- Engage with home learning to the best of their ability.
- Complete work to the high standard expected of them.
- Seek help if they need it, from teachers or teaching assistants.
- Only send messages or queries that are in relation to tasks set by staff or in response to questions the teacher may ask them directly.
- Only access materials shared by a member of staff and ask for parental permission to use technology for anything beyond that.
- Log in to online platforms which we subscribe to (using the log in details which will have been sent home).
- Understand that health and well-being is a priority and therefore take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Agree to the Code of Conduct for Remote Learning (see appendix 2) and have already signed up to the Acceptable Use Policy.

School expect parents with children learning remotely to:

- Support children with accessing home learning.
- 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 concerns known to staff, using the email facility.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.
- Agree to the Code of Conduct for Remote Learning (see appendix 2) and have already signed up to the Acceptable Use Policy.
- Ensure they and their children follow the school protocols when engaged in live lessons that are delivered remotely.
- Refrain from screenshotting, recording or copying any information, messages or posts shared on the VLE.
- Refrain from commenting on live lessons, activities, other children's responses or behaviour on social media, What's App groups or verbally.
- Understand that live sessions will be recorded for the benefit of children who can't access the session at the live time.

It is important that children endeavour to engage with home learning so that they continue to make progress and do not fall behind. While we will do all we can to deliver a structured daily programme linked as closely as possible to the school day, we will not be able to replicate a normal school day. We also acknowledge that every family has their own unique circumstances and factors which could affect home learning such as parents working from home or limited access to technology amongst other issues. If there are circumstances that mean a child cannot engage to some extent with home learning, parents should communicate with teachers to reach a solution to support the children to continue to learn.

Class teachers / teaching assistants must track children's engagement with remote learning and immediately address issues with parents to ensure re-engagement happens quickly.

Please note: In compliance with Copyright Law and regulations governing the use of photocopiable materials, parents must understand that resources are for viewing online only on our secure VLE. They must not be photocopied or distributed. The school will not take responsibility for any parental/child breach of Copyright Law.

## 2. Implementing our Plan
We will move to remote learning in the following situations:

| Scenario | Actions |
| --- | --- |
| An individual pupil or a small number of pupils are isolating. | <ul><li>School is made aware of pupils self-isolating.</li><li>Class teacher contacts the parent at the end of the working day in which the absence was notified</li></ul> |

| | and explains the overview of home learning which will be offered. <br> • Home learning is provided each day from day 2 of absence, following the phone call made at the end of day 1. |
|---|---|
| A whole bubble is isolating. <br> **OR** <br> School is closed to all pupils. | • School informs parents that their bubble is closed and the children must self-isolate. <br> • Class teacher email parents and uploads details of the learning plan to the school website during the first day of isolation. <br> • Remote learning is provided through the VLE from day 2 of the isolation period onwards (Day 1 is needed for staff to adjust plans and approaches to allow for remote style). |
| A teacher is isolating, but pupils are still in school. | • A higher-level teaching assistant or supply teacher will be in class with the children. <br> • The class teacher, providing they are well, will remote into class and teach as much as possible, supported by the teaching assistant or supply teacher. <br> • If the class teacher is unwell, lessons will be planned and delivered by the cover teacher with support from a teacher who works in the same phase. |

The finer details of exactly what will be offered, to which year groups, and how, according to each of the above scenarios is detailed in appendix 1.

**Whilst we always endeavour to deliver our plan as described there may be circumstances outside of our control which affect this** e.g. school staff having to prioritise an emergency bubble closure or emergency situation; unexpected staff absence or a member of staff falling ill; loss of internet connectivity wherever a person is working (in some situations this may be at a staff member's own home where the school cannot intervene and offer IT support). Parents need to be understanding of this and also realise that we may find it difficult to communicate this to them. However, parents should be assured that delivery of the plan will always resume as soon as is possible. The education of the children will always be our priority.

## 3. Data Protection
**Accessing Personal Data**
When accessing personal data for remote learning purposes, all staff members will:

- Access the data, on a secure cloud service or a server in our own network.
- Use a device which has been provided by the school.

## 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.

## 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 device 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.
- Making the device available to our IT support team on request, to maintain the antivirus and antispyware software, as well as ensuring the operating system is up to date.

## 4. Safeguarding

Our usual safeguarding procedures will apply. Always refer any safeguarding concerns to a member of the safeguarding team – Mr Miller, Mrs Ross, Mrs Davison, Miss Hughes.

Our Safeguarding Policy can be found on our website.

## 5. Links with Other Policies

This policy is linked to our:

- Behaviour Policy and related Covid addendum to the policy
- Safeguarding & Child Protection Policy and related Covid addendum to the policy
- Data Protection Policy
- Communication Policy
- Home-school Agreement
- ICT/Computing and E-Safety (including Internet Acceptable Use) policy
- SEND Policy and related Covid addendum to the policy

## Monitoring and Reviewing

The Remote Learning Policy will be reviewed on an annual basis.
This policy was reviewed by Governors on: 4th November 2020

Signed:

Name: …………………………………………………………… (Headteacher)     Date: ………………………

Name:  ………………………………………………………… (Chair of Governors)     Date: ………………………

Appendix 1:

## <u>Remote Learning Plan</u>

The following plan details our remote learning offer for different scenarios and different phases within the school. Please note, this may be subject to change at any point, at the Headteacher's discretion - updates will be provided.

In the event of the need for remote learning for any class, the following will apply:

- Children will be provided with exercise books and stationary in which to record their work. These will be sent home along with several CGP revision books, to be stored safely at home ensuring all equipment is available for a bubble closure. Please note, we will always aim to offer learning away from the screen where we can.
- Parents will be given at least 24 hours' notice of the first live lesson. We will endeavour to include pre-recorded videos for lessons so that they can be watched and completed outside of the agreed timetable if needed.
- The curriculum will be delivered in the way detailed below from **Day 2 onwards**. Teachers need time to alter and adapt their lessons to make them suitable for remote teaching and to source resources that will need to be provided in a different way than they had planned. <u>For Day 1 of home learning, learning activities, will be provided via the school website (curriculum tab, online learning).</u>
- For live lessons, we will utilise Google Meet so that children can access the sessions to maximum effect.

If a child does not have access to an appropriate device or the internet, we will do all we can to support them. However, please note the school has a very limited number of portable devices.  It is important that parents have made the school aware of any such barriers. Paper copies of home learning, can be made available, on request, where there are exceptional circumstances which have been agreed with the Headteacher. It will be the parent's responsibility to arrange for paper packs to be picked up from school – the frequency of the packs will be determined by the reason for the need for remote learning.

## <u>Years 1 to 6</u>

| A Whole Bubble is Isolating Including the Teacher or School is Closed to All Children | |
| --- | --- |
| What will be provided?<br>FROM DAY 2 ONWARDS | How will this be provided?<br>FROM DAY 2 ONWARDS |
| <u>Daily Lessons:</u><br>A minimum of<br>• Maths<br>• English | We will aim to upload resources to the VLE by 9.00am every day. These may take the form of slideshows, links to online content, pre-recorded instruction or links to live teaching. There will then |

| | be a follow up task for the child to complete for each lesson. This will be provided by the class teacher or a linked phase teacher in their absence. Initially, there will be 3 live sessions in total per day, providing the teacher is not ill. The class will meet twice a day for registration and an informal catch up.  This will be reviewed regularly. |
|---|---|
| **Continuous Independent Activity:**<br>• SPAG or Spelling/Phonics<br>• Daily reading practice<br>• Handwriting practice<br>• Maths Fact Recall Tasks e.g. Maths Shed | We will aim to upload resources to the VLE by 9.00am every day or a week's worth will be provided. These may take the form of worksheets or quizzes which can be completed online or activities to be completed in the exercise book provided but will most likely utilise our digital learning platforms (all children have unique login details).  Additional links to appropriate online reading and/or copies of extracts of texts will be provided by the class teacher on the VLE at the end of the week. |
| **Other:**<br>Weekly catch up session (1:1) | Once per week via phone call with their teacher (or teaching assistant). |

**Year 1 to 6**

| One Child / Small Group of Children Isolating<br>(Rest of the Bubble and the Teacher are in School) ||
|---|---|
| **What will be provided?**<br>FROM DAY 2 ONWARDS | **How will this be provided?**<br>FROM DAY 2 ONWARDS |
| **Daily Lessons:**<br>A minimum of<br>• Maths<br>• English or Phonics<br>• 1 other subject<br><br>*These lessons may be those lessons taught the previous day to the children in school* | We will aim to upload resources to the VLE by 9.00am every day. These may take the form of slideshows, links to online content, pre-recorded instruction. (There will be no live teaching offered). There will then be a follow up task for the child to complete. This will be provided by the class teacher or a linked phase teacher in their absence. |
| **Continuous Independent Activity:**<br>(2 out of the 4 will be identified for<br>completion each day)<br><br>• SPAG or Spelling/Phonics<br>• Daily reading practice | We will aim to upload to the VLE by 9.00am every day or a week's worth will be provided. These may take the form of worksheets or quizzes which can be completed online or activities to be completed in the exercise book provided but will most likely utilise our digital learning platforms (all children have unique login details).<br>Additional links to appropriate online reading |

| | |
|---|---|
| • Handwriting practice<br>• Maths Fact Recall Tasks e.g.<br>• Maths Shed<br>• Lexia | and/or copies of extracts of texts will be provided by the class teacher on the VLE at the end of the week. |
| **Other:**<br>• Daily catch-up / well-being activity | The teacher will contact the child/children once a day, between 3.30pm and 4:30pm. This may be a phone call, live session via Google Meet led by the class teacher or teaching assistant or may be an email. This will take place at the most suitable time for teacher. |

## Early Years

| A Whole Bubble is Isolating Including the Teacher or School is Closed to All Children | |
|---|---|
| **What will be provided?**<br>FROM DAY 2 ONWARDS | **How will this be provided?**<br>FROM DAY 2 ONWARDS |
| Daily task:<br>• Maths<br>• English<br>• Phonics<br>• Other (e.g. Science, PE, Art, RE, Topic) | We will aim to upload to Google Classroom by 9.00am every day. These tasks will be activities to complete with adult support or to try independently and will be linked to the planned learning as much as possible. There may be very short video clips to explain activities too. |
| • Ongoing continuous provision activities and ideas. | Each week a set of ideas for activities which the children would access independently will be shared on Google classroom. They will be for the whole week. These activities may require resources – we will aim to only include things you are likely to have handy at home. |
| • Weekly catch up session (1:1) | Once per week via phone call with their teacher (or HLTA). |
| • Small group well-being activity | Once per week 'live' via Google Meet, led by teacher or HLTA (max group size 8 – if need is identified). |

## Early Years

| One Child or Small Group of Children Isolating<br>(Rest of the Bubble and the Teacher are in School) ||
| --- | --- |
| **What will be provided?**<br>**FROM DAY 2 ONWARDS** | **How will this be provided?**<br>**FROM DAY 2 ONWARDS** |
| Daily Tasks:<br>• Maths<br>• English<br>• Phonics<br><br>*These lessons may be those lessons taught the previous day to the children in school.* | We will aim to upload to Tapestry and Google Classroom by 9.00am every day. These tasks will be activities to complete with adult support or to try independently and will be linked to the planned learning as much as possible. There may be very short video clips to explain activities too. |
| **Other:**<br>• Daily catch-up / well-being activity<br><br><br><br>• Ongoing continuous provision | The teacher will contact the child/children once a day, between 3:30pm and 4:30pm. This may be a phone call, live session via Google Meet led by the class teacher or teaching assistant or may be an email. This will take place at the most suitable time for teacher.<br><br>Each week a set of ideas for activities which the children would access independently will be shared on Tapestry. They will be for the whole week. These activities may require resources – we will aim to only include things you are likely to have handy at home. |

## All Year Groups

| If the Class Teacher is Isolating but the Children are in School |
| --- |
| • Children attend school as normal<br>• A Higher-Level Teaching Assistant or Supply Teacher will supervise the class and support the teaching and learning.<br>• The class teacher, where possible, will remote teach via Google Meet which will be displayed on the interactive whiteboard.<br>• If the class teacher is unwell, the teaching team will be supported by a linked phase teacher |

## Please Note

**Whilst we always endeavour to deliver our plan as described there may be circumstances outside of our control which affect this** e.g. school staff having to prioritise an emergency bubble closure or emergency situation; unexpected staff

absence or a member of staff falling ill; loss of internet connectivity wherever a person is working (in some situations this may be at a staff member's own home where the school cannot intervene and offer IT support). Parents need to be understanding of this and also realise that we may find it difficult to communicate this to them. However, parents should be assured that delivery of the plan will always resume as soon as is possible. The education of the children will always be our priority.

Appendix 2:

## Code of Conduct for Remote Learning

So that everyone can benefit from our remote learning, we have drawn up the following code of conduct which everyone must follow. This is in addition to the Acceptable Use Policy.

### Pupils

- If you are allowed to comment you must remember our 'learning online' behaviour - you are polite and positive and comments should be related to your learning.
- Remember - teachers can see exactly who posts and what they post on Google Classroom.
- If your teacher wants you to create a post, for example taking a picture of your work, they will enable you to create posts for that time.
- If you are posting photos of your learning, please remember to do so safely – remember to always check with your parent/carer before uploading a photo. Anyone on the photo must be suitably dressed and in a suitable location.
- Do not share pictures or make video calls without checking with your parent/carer.
- Do not create or send messages or comments that might upset other people.

### Parents

I understand that:

- My child will be using the Google Education platform at school and at home as necessary. The school will provide my child with an email and password to access this. The email address includes part of their name.
- It is my responsibility to apply child safety settings to my home internet.
- E-safety and safeguarding policies still apply in remote teaching circumstances and I will be aware of what my child has been asked to do and the websites they need to access.
- I need to ensure that my child (and anyone else in the room) is appropriately dressed and that the visible background is appropriate when taking part in live lessons. The location will be free from distractions and noise.
- My child will not be able to join a live lesson on Google Meet until the teacher opens the lesson. My child will begin the lesson with their microphone off until the teacher directs otherwise.
- My child may use the 'hands up' or chat facility to communicate during a live lesson; they should join on time and only one person should talk at a time. All communication will be polite and related to learning.
- Live lessons will be recorded and stored on Google Drive so that anyone who misses the lesson or loses wi-fi during the lesson can catch it up later.
- When my child takes part in a live lesson, they can be seen and heard by the teacher and other pupils (and other members of their household) that are part of the lesson.

- A member of the school team will maintain regular contact with my child and that this may be via email, video conferencing or phone call. I understand that staff may call from a withheld number and that I should check who the staff member is, and stay in the room while my child is on the phone.
- Staff will only ever video call a pupil with prior agreement and at a pre-arranged time. The times of all video calls will be published on Google Classroom and logged.
- If a member of staff has any concerns about children (or other members of the household) using unsuitable language, dress or location, the conversation will be ended and concerns will be recorded and passed to the Headteacher.
- I must not screenshot, record or copy any information, messages or posts shared on the VLE.
- I must not comment on live lessons, activities, other children's responses or behaviour on social media, What's App groups or verbally.
- I should contact the school if I have any questions or concerns, by using the phoneline or emailing [blackhillstmary@durhamlearning.net](mailto:blackhillstmary@durhamlearning.net)


I have read and understood and accept the Code of Conduct for Remote Learning.


Name…………………………………………….    Signed ……………………………………. Date …………………………………….