St Catherine's Catholic Primary School

"Loving and Learning Together as Jesus taught us"

Remote Learning Policy

Date of policy review: January 2021

Next review: January 2022

Policy Reviewed & Passed by the Governors
Key Person Responsible: Maureen Kelly

Statement of intent

At St Catherine's, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual child or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all children have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to children's education and the delivery of the curriculum.
- Ensure provision is in place so that all children have access to high quality learning resources.
- Protect children from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and child data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all children have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

1.3 This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy and Plan
- Marking and Feedback Policy
- Teaching and Learning Policy
- Online Safety Policy
- Health and Safety Policy
- Staff Code of Conduct

2. Roles and responsibilities

2.1 Governing Body

The governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.

2.2 Headteacher:

The head teacher is responsible for:

- Ensuring that staff, parents and children adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and children.
- Arranging any additional training staff may require to support children during the period of remote learning.
- Conducting reviews on a regular basis of the remote learning arrangements to ensure children's education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that children identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.3 Designated Safeguarding Lead (DSL):

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect children online.
- Identifying vulnerable children who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the child is learning remotely, and liaising with the Inclusion leader and other organisations to make alternate arrangements for children who are at a high risk, where required.

- Identifying the level of support or intervention required while children learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable children receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

2.4 Inclusion Leader

The **Inclusion Leader** is responsible for:
- Ensuring that children with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for children with EHC plans and IEPs.
- Identifying the level of support or intervention that is required while children with SEND learn remotely.
- Ensuring that the provision put in place for children with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.5 Senior Leadership Team (SLT)

The SLT 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 children and parents.
- Liaise with Parent Partnership to gather feedback from parents. This data may inform reviews of this policy.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.6 Subject leaders:

Alongside their teaching responsibilities, subject leads are responsible for supporting class teachers with online learning to make sure all work set is appropriate and consistent. Subject leaders should:
- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitor the remote work set by teachers in their subject –through regular meetings with teachers or by reviewing work set.
- Alert teachers to resources they can use to teach their subject remotely.

- Attend subject leader training sessions and share resources and usual information with teachers as necessary.

2.7 Teachers:

The teachers are responsible for:
- If teachers are well, they must be available between the hours of 8.00 and 4:00 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.
- Teachers must set work daily for their class on PurpleMash and/or Tapestry.
- Work must be available by 9am each day.
- Teachers must liaise with their year group colleague to ensure consistency-this can be done via email, Zoom or telephone.
- Reporting any safeguarding incidents on MyConcern and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct and Staff Handbook Addendum at all times.

2.8 Parents

The parents are responsible for:
- Ensuring their child/ren have access to a device and the internet. If there is no available device or internet, parents should inform the school.
- Providing their child/ren with a suitable working space with the least amount of distraction e.g. children should not be working with the television on.
- Ensuring their child is dressed and available to learn remotely during the school day 9:00am to 3:00pm and that the schoolwork set is completed independently on time and to the best of their child's ability.
- Following the suggested daily timetable to ensure screen breaks and opportunities for fresh air throughout the day.
- Encouraging their child to ask for support via the voice notes when they hand in work.
- Ensuring they supervise their child during the daily live sessions
- Communicating with the school if there are any issues.
- Ensuring their child uses the equipment and technology for remote learning as it is intended.
- Sharing the live session guidelines with their children.

- Encouraging their children to use additional resources such as Oxford Owl, BBC Bitesize, IDL daily in addition to work set by the class teacher.
- Adhering to the Home School Agreement at all times.

2.9 Children:

The children are responsible for:
- Logging in promptly for their live sessions.
- Ensuring they are available to learn remotely during the school day and that their schoolwork is completed on time and handed in to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Asking for help if they do not understand the task using the voice note feature.
- Ensuring they use any equipment and technology for remote learning as intended.
- Checking their handed in work and read their teacher's feedback and act on it.
- Following all online safety rules to keep themselves safe and take regular screen breaks.
- Adhering to the Behaviour Policy at all times.

3 Resources

Learning materials

3.1. The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:
- PurpleMash 2Dos
- Printed work packs
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video lessons

3.2. The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.

3.3. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

3.4. Reasonable adjustments will be made to ensure that all children have access to the resources needed for effective remote learning.

3.5. Teachers will ensure the programmes chosen for online learning have a range of accessibility features.

3.6.   The school recognises that interactive lessons are most effective in aiding children's motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live sessions with questioning, eliciting and reflective discussion, to the best of their ability.

3.7.   Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

3.8.   The school will review the resources children have access to and adapt learning to account for all children's needs by using a range of different formats .e.g. printed worksheets, typed tasks, photographs of learning.

3.9.   Work packs will be made available for children who do not have access to a printer – these packs can be collected from school.

3.10.   Teaching staff will liaise with the Inclusion Leader and other relevant members of staff to ensure all children remain fully supported for the duration of the remote learning period.

3.11.   The SENCO will arrange additional support for children with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

3.12.   Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

3.13.   Children will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

3.14.   For children who cannot access digital devices at home, St Catherine's will, where possible, apply for technology support through Barnet.

3.15.   Children and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

3.16.   Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 7 of this policy.

3.17.   The arrangements for any 'live' sessions, will be communicated via email/PurpleMash no later than one day before the allotted time and kept to a reasonable length of no more than 30 minutes per session.

3.18.   The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

3.19.   The school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food bank vouchers and Winter COVID fund scheme.

3.20.   Where applicable, the school will provide the following provision for children who receive FSM:

- Making food hampers available for delivery or collection
- Providing vouchers to families

Costs and expenses

3.21.   The school will not contribute to any household expenses incurred while children learn remotely, e.g. heating, lighting, or council tax.

3.22.   The school will not reimburse any costs for travel between children's homes and the school premises.

3.23.   The school will not reimburse any costs for childcare.

3.24.   If a child is provided with school-owned equipment, parents will sign and adhere to the Laptop Loan Agreement prior to commencing remote learning.

4. Online safety

4.1.   This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

4.2.   Where possible, all interactions will be textual and public.

4.3.   All staff and children using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable living area within the home with an appropriate background
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.
- Adhere to the Zoom Guidelines for Parents and Zoom Guidelines for Staff documents.

4.4. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for children with SEND. This will be decided and approved by the SLT, in collaboration with the Inclusion Leader.

4.5. Children not using devices or software as intended will be disciplined in line with the Behaviour Policy.

4.6. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.7. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

4.8. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections and allows for audio and visual material to be viewed, where required.

4.9. The school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

4.10. During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

4.11. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

5.1. This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSL and SLT will identify 'vulnerable' children (children who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3. The DSL will arrange for regular contact to be made with vulnerable children, prior to the period of remote learning.

5.4. Phone calls made to vulnerable children will be made using school phones where possible.

5.5. The DSL will arrange for regular contact with vulnerable children once per week at minimum, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable children will be recorded on paper and suitably stored appropriately.

5.7. The Pastoral Care Mentor will make weekly phone calls to families who have been identified on a monitoring list.

5.8. A member of the safeguarding team will keep in contact with vulnerable children's social workers or other care professionals during the period of remote working, as required.

5.9. All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the child.

5.10. The DSL will meet (in person or remotely) with the relevant members of staff regularly to discuss new and current safeguarding arrangements for vulnerable children learning remotely.

5.11. If no contact has been had with a family by 12pm on Friday, doorstep visits will be made to check on the child's welfare.

5.12. All members of staff will report any safeguarding concerns to the DSL via MyConcern immediately.

5.13. Children and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

6.3.	Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6.4.	Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5.	Parents' and children's will be reminded to keep contact details up-to-date prior to the period of remote learning.

6.6.	All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

6.7.	The school will not permit paper copies of contact details to be taken off the school premises.

6.8.	Children are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

6.9.	Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

6.10.	Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

7.1.	All schoolwork completed through remote learning must be:

- Finished and returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the children's ability.
- The children's own work.
- Marked in line with the Marking and Feedback Policy.
- Returned to the child, once marked, within an agreed time frame.

7.2.	The school expects children and staff to maintain a good work ethic during the period of remote learning.

7.3.	Children are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

7.4.	Teaching staff will monitor the academic progress of children with and without access to the online learning resources and discuss additional support or provision with the SLT as soon as possible.

7.5.	Teaching staff will monitor the academic progress of children with SEND and discuss additional support or provision with the Inclusion Leader as soon as possible.

7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

7.7. The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. teachers providing voice notes on the children's work and sharing exemplary pieces of learning during live sessions.

8. Health and safety

8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

8.2. Teaching staff and ICT technicians will ensure children are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

8.3. Children will be encouraged to take a 15 minutes break regularly from the screen.

8.4. If any incidents or near-misses occur in a child's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

9.1. The remote learning will be available for the children to complete at their own pace throughout the week. The tasks will remain open throughout the weekend to allow families flexibility.

9.2. We encourage the children to take regular breaks throughout the day.

9.3. Children who are unwell are not expected to be present for remote working until they are well enough to do so.

9.4. Parents will inform the school office if a child is isolating due to COVID-19 by emailing office@stcatherines.barnetmail.net.

9.5. The school will monitor absence and lateness in line with the Attendance and Absence Policy.

10. Communication

10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.

10.2. The school will communicate with parents via email and the school website about remote learning arrangements.

10.3. The head teacher will communicate with staff via email or online briefings about any changes to remote learning arrangements.

10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

10.5. The school understands that children learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

10.6. Members of staff will have formal contact with their line manager once per week, but should contact them if they have questions or need advice.

10.7. As much as possible, all communication with children and their parents will take place within the school hours.

10.8. Children will have verbal contact with their class teacher several times a week in their class live sessions.

10.9. Parents and children will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

10.10. Parents will be able to communicate directly with their child's class teacher using the year group email addresses.

10.11. Issues with remote learning or data protection will be communicated to the child's teacher as soon as possible so they can investigate and resolve the issue.

10.12. The child's teacher will keep parents and children informed of any changes to the remote learning arrangements or the schoolwork set.

10.13. The head teacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

11.1. This policy will be reviewed on an annual basis by the head teacher.

11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

11.3. The next scheduled review date for this policy is January 2022.