



THE ARCHDIOCESE OF BIRMINGHAM

Sacred Heart Catholic Primary School



'To grow in Wisdom and in Grace'

Remote learning policy

Approved by:

GOVERNORS

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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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:30AM -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 providing remote learning, teachers are responsible for:

› Setting work

- › The remote education provided should be equivalent in length to the core teaching pupils would receive in school. This includes direct teaching time as well as time for pupils to complete tasks and assignments independently.
- › The amount of remote education provided should be, as a minimum:
- › Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- › Key Stage 2: 4 hours a day

If remote education is in place for **individuals or a small number of children**, we will offer the choice of work that can be emailed from the teacher for the child to complete or access to zoom lesson that can be accessed from home with the children and teacher in school. Parents will be contacted to ascertain their preference. Where children do not have access to technology at home, school will provide a Chromebook

Where remote education is in place for a **whole class**, the class teacher and teaching assistants will teach the whole class via zoom following the schedule set out below:

Years 1-6

Time	activity	notes
9 am Parent to be present	Teacher hosts a daily welfare session	This will be via zoom – links will be sent out by each class teacher. The teacher may choose to talk to the class about work set the previous day, ask individual pupils to share their work, offer general feedback or pick up some general teaching points. If you have more than one child at home and only one device, it may not be possible for every child to join this session every day. We will leave it up to families to decide how best to organise this.
9:30 - 10:15	Teacher off line and available to respond to any queries	Time for staff to respond to pupil or parent queries, e mail feedback to work sent or conduct welfare checks
10:40 Parent to be present	Small group or individual session (English/maths based) run by CT	Small group sessions of about 20 minutes. This is opportunity to pre teach a new concept, go over a misconception or offer extension tasks.
1 -1:30	Teacher off line and available to respond to any queries	Time for staff to respond to pupil or parent queries, e mail feedback to work sent or conduct welfare checks
1:30 onwards Parent to be present	Small group or individual session (English/maths based) run by CT	Small group sessions of about 20 minutes. This is opportunity to pre teach a new concept, go over a misconception or offer extension tasks.

For children in reception class, the arrangements for remote education will differ to the above and are outlined below:

Time	activity	notes
9am Parent to be present	Teacher hosts a daily welfare session	This will be via zoom – links will be sent out by each class teacher The teacher may choose to talk to the class about work set the previous day, offer general feedback or pick up some general teaching points. If you have more than one child at home and only one device, it may not be possible for every child to join this session every day. We will leave it up to families to decide how best to organise this.
9:30 - 10:15	Teacher off line and available to respond to any queries	Time for staff to respond to pupil or parent queries, e-mail feedback to work sent or conduct welfare checks.
10:40 Parent to be present		Small group sessions of about 20 minutes. This is opportunity to pre teach a new concept, go over a misconception or offer extension tasks. Will work best if in ability groupings.
1 -1:30	Teacher off line and available to respond to any queries	Time for staff to respond to pupil or parent queries, e mail feedback to work sent or conduct welfare checks
1:30 - onwards	Story time	Teacher reads a story live

If the whole school is in lockdown, the schedule as set out above will be followed by each class teacher who may work from home or school.

If the school is required to remain open for the children of critical workers and those children considered vulnerable, the Teaching Assistants will be deployed to work in school alongside the Headteacher. They will follow the schedule as above, with the children in school accessing the daily zoom lessons and being supported to complete their tasks in school by the Teaching Assistants.

› Providing feedback on work

- Pupils will be asked to submit their work via e mail or share their answers directly during one of their allocated teaching session
- Staff will provide verbal feedback during lesson times

› Keeping in touch

- If pupils are not regularly attending lesson, teachers and/or teaching assistant will make contact to ascertain the reasons why and offer any necessary support
- Teachers will keep registers to ensure careful records of attendance at lessons are kept
- Teachers will only respond to emails from pupils or parents during their allocated working hours.
- Complaints should be dealt with in the usual way, in line with our school complaints procedures and policies
- Behavioural issues should be dealt with sensitively and in line with our usual policies and procedures. Staff can use break out rooms via zoom to speak with pupils privately and communicate their expectations. Parents and a member of the SLT will be informed of any concerns

› Attending virtual meetings with staff, parents and pupils

- Staff should dress smartly.
- Avoid areas with background noise – consider the use of virtual backgrounds.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30am -3:15pm

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:

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

› Attending virtual meetings with teachers, parents and pupils

- Dress smartly
- Avoid areas with background noise, and consider the use of virtual backgrounds

In the case of a whole school lockdown, and if the school is required to remain open for the children of critical workers and those children considered vulnerable the Teaching Assistants will be deployed to work in school alongside the Headteacher. They will follow the schedule as set out above, with the children in school accessing the daily zoom lesson and being supported to complete their tasks in school by the Teaching Assistants.

2.3 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
- › Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- › Working 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
- › Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- › Alerting teachers to resources they can use to teach their subject remotely

2.4 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

2.5 Designated safeguarding lead

The DSL is responsible for:

- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Governing Body in fulfilling its safeguarding responsibilities set out in legislation and statutory guidance.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the DDSL are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Headteacher.
- Ensure whole school training occurs regularly, with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside the agreed training schedule receive induction prior to commencement of their duties.
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school.
- Ensure that, where a pupil transfers school and is subject to a child protection plan or is a Child we care for, their information is passed to the new school immediately and that the child's social worker is informed. Consideration should be given to convening a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and information provided by OSCB to ensure staff are aware of the latest local guidance on safeguarding.
- Develop, implement, and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse.

- Meet any other expectations set out for DSLs in KCSIE 2021
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- Work alongside and liaise with the three Safeguarding Partners in line with Working together to Safeguard Children and NSPCC.

2.6 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:

- › 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

2.7 Governing board

The governing board is 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

3. 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 SENCO
- › Issues with behaviour – talk to a member of the SLT
- › Issues with IT – talk to our IT provider via the help desk system
- › Issues with their own workload or wellbeing – talk to the Headteacher
- › Concerns about data protection – talk to the data protection officer
- › Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- › Access the data, on the secure school IT network
- › Only use the school issued laptops, and NOT their own personal devices

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as 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 will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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
- › Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please see the school Safeguarding Policy and the Oxfordshire County Council Safeguarding amend for all details of our safeguarding arrangements. These are available on the school website.

6. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy
- › COVID-19 arrangements for safeguarding and child protection
- › Data protection policy and privacy notices
- › ICT and internet acceptable use policy
- › Online safety policy