St. Luke's Catholic Primary School

Remote Learning Policy 2020/21

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2020/21	E.Murtagh	M.Grealis		Pauline Stitt

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff /Governors

Mission Statement

As God's family we learn, love and laugh.
Together: Love one another, forgive one another
Work together, play together,
Worship together, be happy together.

REMOTE LEARNING POLICY

Introduction and Scope
'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that everyday lessons are unable to be delivered 'face-to face' as normal.

Situations where this policy may apply include:
- A pupil who is absent from school for 3 or more days for a pre-agreed reasons e.g. taking part in a sporting tournament
- Pupil exclusion
- Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well
- An extended period of school closure

The delivery of home learning shall continually adjust and improve approaches that will effectively provide work for individual students, who may be working from home due to Covid-19 related reasons. We will provide work that will allow them to learn in line with their peers who continue to receive quality first teaching in school. We will also prepare learning that may be required for whole class remote learning.

Overview
As a Catholic School, rooted in the Gospel Values, we place Christ at the centre of all we do. The Gospel values are integrated into every aspect of teaching and learning and the totality of school life.

The Department for Education have set out their expectations for learning through 2020-2021 that schools and nurseries shall be open to all children, with a contingency plan in place, should there be a requirement for remote learning. This will be reviewed and updated regularly. Included in the guidance is the requirement for contingency planning for remote learning in case of self-isolation of multiple pupils or staff or local outbreaks.

There is a requirement for immediate remote learning should there be a local lockdown or should a bubble need to self-isolate due to an outbreak. To address this, teachers of all classes and subjects will plan remote learning packs. These will be available via the G-Suite – Google Classroom. Resources will be available to be printed and distributed by the school, on request or if this is required, with links for off-site or on line learning available within 24 hours.

St. Luke's will be adhering to the DFE and Public Health guidance at all times. This will take into account pupils age and stage of development and/or special educational needs. DfE expectations include:

- a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos (such as Oak Academy and White Rose), and that is linked to the school curriculum expectations;
- access to high quality remote education resources;
- on-line tools that will be consistently used across the school in order to allow interaction, assessment and feedback and that will make sure staff are trained in their use;
- provision of printed resources, such as worksheets/workbooks for pupils who do not have suitable on-line access;
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum;
- set activities so that pupils have meaningful and ambitious work each day in a number of 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 and/or videos (such as Oak Academy and White Rose);
- 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;
- enable teachers to 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;
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

Objectives:

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Develop a sustainable curriculum accessible to all

Communicating with parents:

St. Luke's will be clear that the completion of work is not compulsory and the teaching staff will use guidance to inform and direct families and not impose expectations. Each family is unique and, because of this, should approach remote learning in a way which suits their own individual needs. Children will be asked to complete as much work as they can, fitting around the needs of their individual family. Teaching staff will keep parents/carers informed about resources, remote learning opportunities and updates. We will be using various platforms to do this:

- Text messaging
- Emails
- Remote Learning Platforms –Google Classroom
- School Website
- School Twitter/Facebook Accounts
- Individual Class Twitter Accounts

As new resources become available, teachers will upload them onto the Remote Learning platform –school will provide guidance for all parents on how to access Google Classroom.

When communicating with families, we will recognise that they have hugely different circumstances. Some may have the time and ability to access and support with online resources and learning, whereas others may have less access to technology, or be working at home or providing high levels of care to family members that don't allow for time to support in learning. With this in mind, all communications will:

- be framed positively, celebrating home successes
- reinforce simple, encouraging messages around home learning, routines and study
- consider how emails, phone calls, and text messages can be combined effectively so it is clear and not overwhelming
- audit the communications with less involved families to see what is working well or needs adapting

Phase 1 – Individual Remote Learning
This applies in situations where school remains open and working as normal, but an individual child is unable to attend school for a period of up to 3 days, but is otherwise well and able to work, e.g. a period of advised self-isolation (prior to testing) or an absence that has been authorised by the school in advance.

On the day of self-isolating, subject to the child being well enough, the parent/carer will be directed to an on-line learning pack.

NB. Following testing, if the child is to self-isolate for the 10 or 14 days and is well enough, the class teacher will communicate via Google Classroom (using Phase 2 work structure) to give feedback and support. If necessary, a call will be made on the provided contact number.

Phase 2 –Short term school or 'Bubble' closure for up to 14 days
This applies in situations where school remains open and working as normal for all classes except a "bubble" e.g. if a year group is directed to self-isolate for up to 14 days.

Subject to the class teacher being well, the class teacher will be available from **9am-3pm** (with the exception of an allocated lunch break) during term time only, via Google classroom, to answer any questions or to look at children's learning. **This applies to full-time teachers only.**

The class teacher will set work for a series of lessons which covers a minimum of 3 hours each day in KS1 and 4 hours in KS2. FS2 will have work set for 2-3 hours per day. Work will include daily Maths and English activities plus a range of foundation subjects (covering Science, Religious Education, Topic, Art and Music).

1:1 support will be provided as required through Google Classroom – online resources will be available on the individual Google Classroom pages with links to support.

Where necessary, telephone calls will be made by the class teacher, class support teacher or member of the SLT.

Any new concepts will be introduced via pre-recorded videos or slides with voiceovers (either by school staff or on-line teaching resources) that are uploaded to our learning platforms.

Completed work should be uploaded via Google Classroom (or kept at home until returning to school). Feedback will be given via the learning platform.

Phase 3 – Longer Term school closure for duration beyond 14 days
This applies in situations where school is directed not to open to the majority of pupils for an unspecified period of time beyond the 14 days.

Day one and two of remote learning in Phase 3 may look different to the expected provision while we take all necessary actions to prepare for a longer period of remote learning. Initial work may include recap work to consolidate previous learning in the first instance.

Dependent upon circumstances, the school will continue to provide online learning via Google Classroom (alongside paper copies to be picked up or distributed as required Any new concepts will be introduced via pre-recorded videos or slides with voiceovers (either by school staff or on-line teaching resources) that are uploaded to our learning platforms. Where children have no access to digital platforms, equipment may be provided to ensure children can continue learning at the same rate as their peers.

Feedback will be given via the learning platform and any completed work can be uploaded to Google Classroom (or kept at home until returning to school).

Telephone calls will be made by the class teacher, class support teacher or member of the SLT when required and more frequently for vulnerable children.

In the event of a school closure, teachers will be available between **9am-3pm** (excluding an allocated lunch time) during term time only, via the school learning platform (Google classroom).

Curriculum Expectations:
- Remote education, where needed, will be high quality and align as closely as possible with in-school learning.
- curriculum has been planned to focus on both the academic and emotional needs of the children. Good mental health and wellbeing are essential for this.
- Alongside this, we will re-establish progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) with opportunities across foundation subjects to read widely, developing the children's knowledge and skills. The children will be taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and PSHE (Jigsaw and myHappymind).
- Activities will be planned and adapted to meet the needs of our families from different economic, educational and cultural backgrounds – adapting materials for SEND, EAL and sensitive family issues.
- There will be a focus on strategies to promote independent learning; this will be promoted through the remote learning – eg. prompting children to reflect on their work or consider the strategies if they are stuck.
- The children will continue to have access and logins for online learning resources such as MyMaths, NumBots and TTRockstars.
- Children with SEND will be provided with appropriate learning with instructions on how to access.

- The learning activities will have a learning objective with clear explanations.

Roles and responsibilities

Teachers:

- Teachers **(full-time teachers only)** must be available between 9am-3pm every week day during term time following their directed time. 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. If they are ill or self-isolating. This should be conveyed to the Headteacher in the usual manner.
- Teachers are responsible for setting work for the children in their classes.
- Each teacher should set work daily for English and Maths, weekly for Science and R.E., ready for the children and their parents to access each day. There should be a good range of the various foundation subjects relevant to the national curriculum set out for the respective year group over the week.
- The amount of time expected for each child to complete the work will depend on the age of the child, however, 3 hours per day is a minimum for KS1 and 4 hours for KS2. FS2 work should cover 2-3 hours each day.
- When setting work to be completed remotely, teachers need to be mindful of the time parents and carers will have to support each of their children as well as having to work from home and, of course, their access to a device.
- The work must be uploaded using the learning platform – Google Classroom. All children will have been given their username and password so that they can access the required work for their year group.
- Teachers will provide feedback to children on work that has been submitted via the class learning platform. The work should be marked keeping in mind the school's marking policy wherever possible and should be acknowledged accordingly by sending back any marked work or comments to the learning platform. Teachers will need to be aware in their marking and comments that as well as the child being the audience, so will the parent and carer, and will therefore need to be marked with that in mind.
- Teachers are not expected to feedback outside the hours of 9am and 3pm. It is not expected for teachers to feedback during the weekends or in a holiday period.
- If a parent or carer has a complaint, this should initially be referred to the teacher. If this needs to be escalated, it will be referred to the Headteacher, who will advise on how to answer the complaint or may contact the parent in person using their email or phone call to answer the complaint. If the complaint is of a safeguarding nature, then it should be referred to the DSL/Headteacher or Deputy DSL who will follow the processes as laid down in the school's Safeguarding Policy.
- If a week has gone by and no contact has been made by the child or parent in regard to work being set, then the teacher should contact the parent/carer using a telephone call to "touch base" and ensure everything is on track. If there is no contact forthcoming from the parents, then this needs to be conveyed to the DSL/Headteacher and or Deputy DSL who will contact the parent by phone to check everything is well.
- Staff will be required to take part in daily virtual meetings with their class using Google Meet.

- Staff should not set up or interact in virtual meetings with parents. All communication with parents/carers should be via email or telephone.
- Staff will be required to take part in virtual meetings as they would for staff meetings. These will take place as directed by the Headteacher and governors.
- If they are unable to attend due to illness etc. they should communicate their absence with the Headteacher by making a telephone call or email to inform them.
- Staff should be mindful of dress codes i.e. normal everyday attire suitable for a professional meeting and should attempt to conduct the meeting in a quiet room free from disturbance and background noise if at all possible.

Teaching assistants

Teaching assistants must be available in their normal working hours. 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. Teaching assistants are responsible for:
- Being available to teach (HLTA) and support 'bubbles' during the partial school closure
- Being willing to complete some tasks from home if possible as directed by the class teacher they normally work with
- Attending virtual meetings with the SENDCo or SLT as required
- Carrying out on line CPD as directed by the SENDCo.

SENCO

The SENCO will be responsible for:
- Liaising with colleagues in regard to the appropriateness of work set for the children on the SEND register for home learning.
- Liaising directly with parents and carers of SEND children in regard to supporting with home learning.
- Liaising with outside agencies such as Educational Psychology service
- Keeping up date with EHCP annual reviews in line with DfE guidance

Subject Leads

Subject leaders should be:
- Giving support where necessary to support colleagues in the setting of work for the children to complete as part of home learning
- Alerting teachers to resources they can use to teach their subject

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
- Coordinating the remote learning approach within their appropriate key stage
- Supporting their key stage teachers both by email and in virtual meetings

Designated Safeguarding Lead

The DSL is responsible for:

- For organising contact with vulnerable families and keeping up to date with any notes on CPOMS
- Completing any documentation or action that may come in from social care
- Still being available to monitor CPOMS in regard to any safeguarding issues that may arise whilst the school is open to those children eligible for a place during the partial school closure.

IT support provider

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer

Parents

Staff can expect parents to:

- Return their child's work for marking to their child's teacher within the time slots decided i.e. 9am-3pm
- 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.

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 systems are appropriately secure, for both data protection and safeguarding reasons
- Keep in touch with the Headteacher to ensure the well-being of staff during the partial closure.

Who to contact

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

- Issues in setting work – talk to the relevant subject lead, KS Lead, Curriculum Lead or SENCO
- Issues with behaviour – talk to the relevant Key Stage Lead or Senior Leader
- Issues with IT – talk to Computing Lead, Business Manager or Admin
- Issues with their own workload or wellbeing – talk to their Key Stage Lead or Deputy/Headteacher
- Concerns about data protection – talk to the SBM

- Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data
When accessing personal data, all staff members should be mindful that data can be accessed via secure cloud service or a server in your IT network only school devices should be used eg. laptops, not personal devices. Work completed by children should be stored in a file on that device for future use if required.

Sharing personal data
Staff members may need to collect and/or share personal data such as parent emails as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

Parents' emails should not be shared with anyone outside of the school.

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 individual USB devices are 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.

Safeguarding
Please refer to the school's Safeguarding policy and the appendix regarding school closure and Covid-19.

Links and to be read with other policies

- Behaviour policy
- School safeguarding policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Curriculum Policy
- EYFS Policy
- Assessment Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Accessibility Policy
- Marking and Feedback Policy
- Health and Safety Policy
- Attendance Policy
- Staff Code of Conduct
- Children Missing Education Policy

Agreed by the Governing Body……………………………..
Signed…………………………..
Date for Review……………………………………….

Appendix: links to professional guidance, advice and support

Government Guidance
https://www.gov.uk/coronavirus

Safeguarding and remote education during coronavirus (UK Government)
https://www.gov.uk/coronavirus/education-and-childcare

Joint Union advice on COVID-19 (ASCL, NAHT, NEU)
https://neu.org.uk/media/9826/view

Distance teaching and learning for primary teachers
https://neu.org.uk/advice/coronavirus-distance-teachingand-learning-primary-teachers

'Teachers should not live stream lessons from their homes, nor engage in any video calling unless in exceptional circumstances, with the parent. Online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated'

Undertaking remote teaching safely (NSPCC)
https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely

COVID-19 Support guide for Governors
https://junipereducation.org/coronavirus-covid-19-guidance-for-school-governors/

Safe Remote Learning advice from the PHSE Association
https://learning.naht.org.uk/news-and-opinion/news/curriculum-and-assessment-news/safe-remote-learningin-pshe-education-advice-from-the-pshe-association

Coronavirus: How do I home school my children (BBC)
https://www.bbc.co.uk/news/ewducation-52314856

EEF – COVID-19 Support Guide
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Education Endowment Foundation: support documents helpful for Parents/carers supporting learning at home:
⬜ Blog: Four tips for a smooth home learning routine
⬜ https://educationendowmentfoundation.org.uk/news/blog-four-tips-for-a-smooth-home-learning-routine/

7 Top Tips to Support Reading at Home

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/7_Top_Tips_to_Support_Reading_at_Home.pdf

 7 Top Tips to Support Key Stage 2 Children Reading at Home

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/7_top_tips_to_support_reading_at_home_%E2%80%93_for_Key_Stage_2.pdf

 HELPING HOME LEARNING Reading with TRUST

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Reading_with_TRUST_comic.pdf

 HELPING HOME LEARNING Talk with TRUST

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_parents/Talk_with_TRUST_comic.pdf

 Supporting home learning routines Planning the day

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_parents/Supporting_home_learning_routines_-_Planning_the_day.pdf