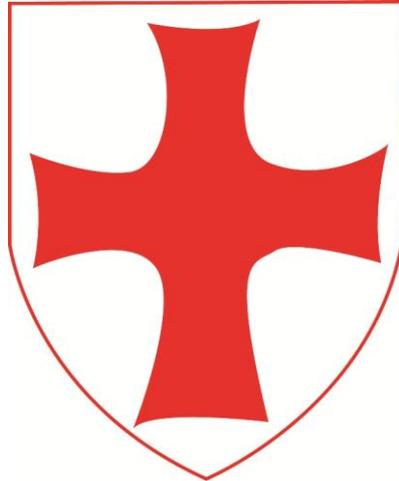


St. Robert Southwell Catholic Primary School



REMOTE LEARNING POLICY

Legal Status:

Approved by staff on: 2nd November 2020

Adopted by governors on: 2nd December 2020

Next Review: January 2021

Responsible Person: Kara Joseph

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aim high and treat everyone with honesty and gentleness*



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St Robert Southwell Catholic Primary School

Aiming for Excellence - Being the Best We Can Be

MISSION STATEMENT

- Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church;
- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual with particular gifts and needs
- a forward looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith whilst benefiting from an enriching education.
-

Wellbeing and Mental Health Vision

To Support everyone's wellbeing and mental health, so that they can be the best they can be, are happy together, resilient, ready to learn and succeed: -

- Empowering everyone in the community to be emotionally literate
- Enabling stakeholders to develop strategies to manage their emotional well-being and mental health.



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Introduction

In the event of a school closure (or children absent from school due to Covid), the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning.

The school will provide remote learning for pupils that are not able to attend school so that no-one need fall too far behind. We are fully aware that these are exceptional times and would encourage staff, children and families to be mindful of their safety and wellbeing first.

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

Remote education, where needed, is of a high quality and aligns as closely as possible with in-school provision.

Roles and Responsibilities

DfE Guidance for full opening states:

- use a **curriculum sequence** that allows access to **high-quality online and offline resources** and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the **online tools that will be consistently used across the school** in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- **provide printed resources, such as textbooks and workbooks**, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should **work with families to deliver a broad and ambitious curriculum**.



When teaching pupils remotely, DfE expect schools to:

- set assignments 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 practiced in each subject
- provide **frequent, clear explanations of new content, delivered by a teacher** in the school or through high-quality curriculum resources or videos
- **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**

Blended learning/Remote learning

Blended learning

- A method of teaching that integrates technology and digital media with traditional teacher-led classroom activities. Online and in-person learning is complementary, creating a truly integrated learning experience.
- *MyMaths, TT Rockstars, White Rose, Reading Eggs, Knowledge organisers, Oak Academy, homelearning@robsouth.org school home learning email, Seesaw, Teams, Tapestry*

Home learning

- An activity that a pupil is asked to complete at home, either on their own or with an adult e.g. reading a book aloud, completing set tasks

Remote learning

- Teaching occurs outside of a physical classroom-teachers are separated from their learners in distance and possibly time. Typically facilitated through technology.



Provision for our Pupils Self Isolating

For the first 2 days of self-isolation pupils that are well must use

- blended learning resources
- listed websites including Oak Academy
- isolation packs sent home
- From day 3, work covered in class will be uploaded to the pupil’s online platform daily by the class teacher or learning support assistant.
- Maths (white rose video and worksheet) and English should be set daily
- Teachers will feedback on work submitted through the online platform at least 3 times a week.
- The class teacher or learning support assistant (under the direction of the class teacher) must call self-isolating pupils once a week to check in with the pupil and parent.

Provision for Bubble or School Closure

Teachers

If teachers are well they must be available between the hours of 8.30 and 3.30 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. For the first 24 hours pupils are instructed to use blended learning resources, Oak Academy and key writing task materials and other resources sent home in packs. Work must be set from day 2 of school/bubble closure.

- The **weekly class/year group timetable** should be published on your online platform (*Tapestry N & R, Seesaw Y1, 2, 3 & 4 or Teams Y5 & 6*).
- Each day there should be 4 lessons. **Maths and English (including phonics in EYFS/year 1) every day** and 2 other subjects. RE, PE and the subjects in focus must covered.

Sample weekly timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Morning lesson 1	Maths	Maths	Maths	Maths	Maths
Morning lesson 2	English	English	English	English	English
Afternoon lesson 1	RE	Science	RE	DT	Music
Afternoon lesson 2	Italian	PE	PSHE	PE	Spelling

- Teachers must set work daily for their class on their online platform
- Work must be available from 7am each day
- Teachers must liaise with their year group colleague to ensure consistency-this can be done via email, Teams or telephone.



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Setting work - Nursery and Reception

It is important that children in this year group are encouraged to complete play based activities daily. Phonics, Maths, Physical Development and Communication and Language activities will be set daily. Each day one other activity will set for the different areas of learning, including: RE, Literacy, Understanding the World, Expressive Art and Design and PSED. 'Storytime' will be shared on Tapestry by the EYFS Teachers each day. The EYFS Teachers and Learning Support Assistants will be available through Tapestry and will respond to messages during the school day (8.30am-3.30pm).

Setting work - Years 1 – 6

- Maths - upload the white rose maths video and the worksheet that matches your objective
- English - Upload a talked over presentation and other resources needed to complete the lesson. Phonics should be taught in EYFS and Year 1 live on Teams for minimum 15 minutes daily.
- RE - Upload the weekly collective worship prayer given on the staff briefing. Upload a talked over PowerPoint presentation and other resources needed to complete the lesson
- Other subjects - Do not need talked over PowerPoint presentations – but you may wish to

PPA

All teachers will take PPA time on Friday afternoons. **On Fridays** the following work should be set

Maths-My Maths and TT Rockstars, English-Reading eggs. Spelling test during the class daily meeting. PE-active task

Due to the nature of work set on Fridays pupils should not be uploading work to their online platforms on this day. During Friday mornings teachers should ensure they feedback on work submitted Monday-Thursday and follow up with individual children as necessary.

Feedback and Communication

- Maths-answer sheets should be uploaded the following day and children asked to self-mark.
- English-acknowledge marking for planning/build up work. Depth marking for final written piece.
- RE-1 in 3 pieces should be marked in depth - other pieces, acknowledgement marking only

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- Meet class daily on teams at agreed time. The length of time for this meeting is at the discretion of the teacher - during this time you may wish to read a story, go over the phonics sound or a new concept in maths, provide whole class feedback, play games. In EYFS and Year 1 the daily class meeting should be scheduled to take place after the phonics session.
- If children are not accessing their online platform or attending the daily class meet teachers should call home to carry out a welfare check and share parent and pupil expectations with the family.
- Continue to log concerns/context info/complaints on CPoms as is normal practice.
- Feedback on online platform and answering parent communications should be done only within the hours of 8.30am and 3.30pm Monday to Friday.

Learning Support Assistants

When assisting with remote learning, teaching assistants must be available during 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.

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

- Supporting pupils who they normally support in school
- Attending the class daily meeting
- Providing feedback on the online platform to the pupils they normally support in class
- Delivering live phonics lesson on Teams if they work in EYFS or Year 1

Learning Support Assistants are expected to support learning in school as necessary. If directed, they may be asked to support teachers with remote learning

Overcoming challenges and finding solutions

- **A lack of devices** - We can distribute school-owned laptops, remind pupils they can access through large screen smartphones, invite pupils in to school, packs
- **Pupils having difficulties submitting work** - detailed instructions, post or school drop-off points a possibility
- **Keeping pupils motivated and engaged** - monitor pupil engagement and feedback to parents, call to explore ways to secure re-engagement, weekly newsletter, rewards for excellent engagement/outcomes.



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- **Assessing pupils' progress** - use quizzes/tests on core content regularly pre and post-lesson
- **Organising structured remote teaching suitable for very young pupils** - Priority should be early reading, ensuring continued access to books and other resources
- **Supporting pupils with SEND** - possible that some pupils will need more individualised planning and that the support of adults in the home will be a significant advantage where possible
- **Teachers having difficulties creating online content** - resources such as Oak National Academy delivers a sequenced curriculum with some elements of choice which can be used flexibly by schools as their main remote provision or to complement other parts of remote provision.
- **Parents not being able to effectively support remote education** - good communication between school and parents, about the school's approach, is useful to inform parents and elicit their support

Staff Expectations

- Before leaving school to isolate or if a school closure is announced, you must take home your phonics file (EYFS and Year 1 staff), story books, white board and pen and any other resources
- All staff have a working school laptop/tablet. Any issue must be reported to the helpdesk. Please ensure you can access the shared drive from home
- You have informed a member of CLT if you do not have internet access at home
- You check and respond to your emails throughout the working day
- Teachers have shared the weekly timetable with your class
- Teachers have planned sequential lessons that are fun and engaging
- Once a day (Mon-Fri), at your allocated time, you meet your class on Teams
- Teachers upload work to online platforms by 7am each day
- Teachers have provided Maths, English and 2 other subjects work each day
- You have provided feedback to pupils in your class following the feedback expectations
- You have responded promptly to requests for support from families at home
- You have asked for support if you need it
- Consider your surroundings and wear appropriate dress when communicating live.

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Parent expectations

- Parents have consented to their child's use of the online platform
- Parents ensure their child/ren can have access to a device and the internet
- If there is no available device or the internet parents have informed the School-Miss Joseph
- Parents provide 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
- Parents encourage their child to follow the class timetable where possible
- Parents view the daily work set with their child/ren and make appropriate plans for their child to complete the work
- Parents check that their child has completed all work set to a high standard
- Parents facilitate their child in accessing the daily meeting with their class teacher on Teams
- Parents have communicated with school if there is a problem
- Parents encourage child/ren to use Reading eggs, Timetable Rockstars and MyMaths daily in addition to work set by the class teacher
- Ensure their child only uploads work to their online platform between the hours of 8am and 4pm Monday-Thursday

Pupil Expectations

- Pupils log into their online platform each day and complete work
- Pupils meet their teacher once a day on Teams
- Pupils complete work to a high standard-treat online learning the same as classroom learning
- Pupils read their teacher's feedback and act on it
- Only upload work to their online platform between the hours of 8am and 4pm Monday-Thursday
- Pupils follow all online safety rules to keep themselves safe and take regular screen breaks

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



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- 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

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
- Analysing data from the parents’/carers’ surveys, which are sent out after any year group bubble closure has returned to school. This data will inform reviews of this policy.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The DSL’s roles as stated in the safeguarding policy remain. They are also responsible for:

Maintaining contact, collating, passing on information and responding to any concerns. See the COVID-19 amendments to the Child Protection Policy.

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



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Who to Contact

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

Issues in setting work – contact Miss Joseph or the relevant subject lead or SENCO

Issues with behaviour – contact Mrs Egan

Issues with IT – Contact Miss Kessler or helpdesk@robsouth.org

Issues with their own workload or wellbeing – contact any member of CLT (Miss Beck, Miss Joseph, Mrs Egan or Miss Montgomery)

Concerns about data protection – Contact Mrs McEvoy

Concerns about safeguarding – Contact a DSL, Miss Beck, Miss Joseph or Mrs Egan

If parents/carers have any questions or concerns about remote learning, they should contact the class teacher through our remote learning platform. If this is not possible, please email the office staff at admin@robsouth.org or homelearning@robsouth.org

Data protection

Accessing personal data-When accessing personal data for remote learning purposes, all staff members will keep to the protocols and school approved systems for accessing, processing and sharing data

School laptops and iPads must be used when accessing any personal information on pupils.

Processing personal data - Staff members may need to collect and/or share personal data such as such as names, contact details, email addresses of parents and pupils, assessment data, special educational needs 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, this should be supported by a Data Protection Impact Assessment and authorised by the data protection lead in school.

Staff are reminded to collect and/or share as little personal data as possible online. When sharing data externally, staff should not share data with third parties who have not been approved by the school and ensure they have been identified as necessary for the school's official functions.



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Keeping devices safe and acting securely online-All staff members will take appropriate steps to ensure their devices remain secure and they behave appropriately when interacting on school systems online. 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)

Making sure the device locks if left inactive for a period of time

Not sharing the device among family or friends

Installing antivirus and anti-spyware software

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

Refrain from storing any data outside of the approved system or device – e.g. noting personal data down on paper or storing on the hard drive of a personal device.

Notifying the school Data Protection Lead immediately when a data breach is suspected.

During remote learning sessions, staff are expected to:

- Refrain from taking secret recordings or screenshots of themselves or pupils during live lessons.
- Only conduct video lessons in a professional environment. This means staff will be correctly dressed and not in a bedroom. The camera view will not include any personal information or inappropriate objects and where possible blur or change the background.
- Refrain from contact or attempted contact of pupils or to access their contact details (including their usernames/handles on different platforms) in any way other than school-approved and school-monitored ways. Staff are expected to report any breach of this by others or attempts by pupils to do the same to the Headteacher.
- Keep a log for live lessons if anything inappropriate happens or anything which could be construed in this way
- Support a whole-school safeguarding approach and will report any behaviour which they believe may be inappropriate or concerning in any way to the Designated Safeguarding Lead (if by a child) or Headteacher (if by an adult).
- Refrain from behaving any differently towards students compared to when they are in school and not attempting to arrange any meeting without the full prior knowledge and approval of the school



Safeguarding

Safeguarding policy can be found on the school website

Links with other policies

This policy is linked to our:

Behaviour policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

Home-school agreement

ICT and internet acceptable use policy

Online safety policy