**Love of God,
Love of one another,
Love of our world,
Love of learning.**

Remote Learning Policy

Introduction

This remote learning policy has been written as guidance for school staff and parents/carers during the COVID-19 pandemic. It sets out the systems and technology that the school will use to maintain an effective learning experience for children to work remotely at home. The policy also provides all stakeholders with a clear understanding of the roles and expectations of staff, pupils and parents, in supporting remote learning.

Aims

- To maintain the learning opportunities available to all children.
- To ensure that all children can participate in remote learning.
- To ensure that all children make good progress in their learning and are engaged with the school.
- To set out expectations for all members of the school community.
- To ensure consistency in the school's approach and remove within–school variation.
- To maintain the health and well-being of all staff, pupils, families and stakeholders within the school community.
- To safeguard children during any period of time that they are not able to attend school.
- To provide appropriate guidelines for data protection.

Remote Learning Offer

The way in which Remote Home Learning is delivered and the activities set will be dependent on varied scenarios:

SCENARIO 1: Individual pupil(s) required to self-isolate in line with governmental Covid-19 advice
SCENARIO 2: Class 'bubble' isolation or school closure
SCENARIO 3: A class teacher is ill and pupils are isolating at home (as in scenario 2 above).
If a class teacher becomes unwell, the school will endeavour to provide cover. If this is not possible, pupils will receive a remote learning offer in line with scenario 1 above.

Please note that Remote Home Learning will not be provided for pupils who are absent from school due to other illnesses or reasons other than Covid-19, as it will be assumed that they would be unable to complete any set work. Children who are unwell with Covid-19 symptoms are not expected to complete remote learning tasks.

**Love of God,
Love of one another,
Love of our world,
Love of learning.**

SCENARIO 1 – In the event individual pupils having to self-isolate for reasons related to coronavirus and are sufficiently well to engage in school work (not normal sickness absence).

- The Class Teacher will provide work for the individual pupil(s).
- The Class Teacher will provide a Weekly Learning Overview to post tasks and links to online and practical based activities. This will be shared via email to parents/carers.
- The pupil will complete handwritten tasks within their Home Remote Learning exercise book.
- The pupil will upload their completed tasks on the following platforms:
    - INFANT PUPILS (Nursery – Year 2) will upload photos/ completed tasks on Tapestry
    - JUNIOR PUPILS (Year 3 – 6) will upload photos / completed tasks to their *Remote Home Learning Classroom* on Google Classroom
- The Class Teacher will maintain contact with pupils and check progress against the tasks set on the days that pupils do not attend school
- Parents / carers should support their child to complete the tasks set and liaise with the school.

This learning offer will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. To do this, we will use a combination of learning activities produced by class teachers, along with a number of ready-prepared high quality online materials, and supplement these with our existing subscription packages which children are familiar with.

Class staff will endeavour to view and feedback on as much of student's work as they are able, while balancing their workload inside of school. Pupils at home should receive feedback at least once a week.

SCENARIO 2 – In the event of a whole class 'bubble' / year group / specific zone of the school/whole school having to self-isolate.

- The Class Teacher will implement a move to a system of remote learning for their class
- The Class Teacher / Teaching Assistant will work from home as they will also be self-isolating
- All learning activities/lessons will be implemented using Google Sites/Tapestry for Infant pupils and Google Classroom for Junior pupils, where class teachers will post videos, tasks and links to online and practical-based activities.
- Class teachers will post a suggested weekly timetable of lessons.
- Class teachers will record lessons which will be available for pupils to use to support their learning. (*We are conscious that not all pupils will be able to access timetabled lessons at the same time due to pressure on IT resources i.e. other siblings or parents may be using a limited amount of devices. Therefore, lessons will be recorded, rather than live.*)
- Class teachers will continue to track pupils' progress during Home Learning periods. The way we manage this will reflect the age of the pupils. Class teachers of Infant pupils will monitor children's completed tasks on Tapestry and gain information about children's progress. Class

SACRED HEART CATHOLIC PRIMARY SCHOOL

**Love of God,
Love of one another,
Love of our world,
Love of learning.**

teachers of Junior pupils will track pupils' progress by providing opportunities for children working at home to demonstrate their learning e.g. through quizzes or assessment tasks.

- Class teachers will use the Google Sites/Tapestry for Infant pupils and Google Classroom for Junior pupils to maintain contact with pupils and to check progress against the tasks set on the days that pupils do not attend school.
- 'Pupil attendance' will be monitored by the Class Teacher, based on completion of tasks.
- Parents / Carers should support their child/ren to complete the tasks set and liaise with the school.

Pupils who cannot access online learning must notify their class teacher. The school has a limited number of laptops that can be loaned to pupils for the purpose of remote home learning. Alternatively, printed Home Learning Packs will be arranged.

SCENARIO 3 – In the event of the class teacher being ill and pupils are isolating at home

- If the class teacher becomes unwell, the school will try to provide cover. If cover is not available, pupils who are home-learning will be emailed a Weekly Overview PDF which will provide information for lessons and hyperlinks to instruction and tasks (as per the offer in SCENARIO 1).

Roles and expectations of stakeholders

The Headteacher, supported by senior leaders, will:
- Ensure the remote home learning tasks set are to a high standard, in line with year group expectations, and reflect elements of effective teaching practice (e.g. clear explanations, scaffolding and modelling - with recognition that recorded lessons and materials are the most effective means)
- Ensure that effective interaction, assessment and feedback is provided for pupils to enable optimum learning and progress
- Monitor the engagement of pupils' learning
- Monitor the effectiveness of safeguarding procedures and contact arrangements with vulnerable families in any of the above scenarios
- Communicate regularly with families through social media, Weekly Newsletters and phone calls
- Respond to parents' queries and concerns
- Ensure those families entitled to Free School Meals will be provided with food or vouchers
- Assure the effective day-to-day operation of 'remote' education alongside the quality of learning and safety of those attending on-site school provision (e.g. where a partial school opening is applicable / priority provision for key worker and vulnerable pupils)

**Love of God,
Love of one another,
Love of our world,
Love of learning.**

Class Teachers will:

Teachers will be available to support learning between 8.45am – 3.15pm each day during term time, following their directed time. If they are unable to work for any reason during this time, for example due to sickness, they will report this using the normal absence procedure.

In the event of Scenario A (an individual pupil isolates), from the *next* school day**:**

- Provide home learning items outlined above.

In the case of Scenario B (a class/zone/school closure), from the *second* school day**:**

- Set work an appropriate level of learning for all the pupils in the class.
- Provide learning activities in line with the class timetable for each day. The amount of time expected for each child to complete the work under each scenario will depend on the age of the child. When setting tasks to be completed remotely, teachers will be mindful of pupils' access to devices, the time parents and carers will have to support each of their children as well as the possibility of having to work from home.
- Provide recorded instruction for online lessons, where possible
- Provide printed Home Learning Packs for pupils without online access
- Liaise with class LSA and deploy them in supporting pupils' learning
- Liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period
- Feedback to pupils on their uploaded learning through marking or feedback. Teachers are not expected to give feedback outside school hours, but feedback should be given on a regular basis. It is not expected for teachers to feedback during the weekends or in a holiday period. Teachers will need to be aware in feedback that, as well as the child being the audience, so will the parent / carer, and feedback should be given with that in mind, e.g. jargon and technical language which is school-linked should be avoided or explained for parents to understand.
- Quarantine returned Home Learning Pack work (from pupils who are not accessing online provision) for a period of 72 hours. Provide feedback in pupil books once the quarantine period has passed.
- Monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher/Inclusion Lead as soon as possible.
- Monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible
- When additional support is needed by children/parents or carers, this will be provided through a phone call, email or a video conference call.
- Monitor the daily engagement of pupils and contact the families of those not engaging to offer support. Pupil 'attendance' will be monitored through daily participation. Where necessary, the class teacher will liaise with the Attendance Officer regarding pupils' non-attendance. Where

SACRED HEART CATHOLIC PRIMARY SCHOOL

**Love of God,
Love of one another,
Love of our world,
Love of learning.**

necessary, the Attendance Officer / Safeguarding Team will contact parents directly to ensure the well-being of the child.

- Log any safeguarding concerns on *Safeguard* and liaise with a member of the Safeguarding Team

If a parent or carer has a complaint, this should be referred to the Headteacher. If the complaint is of a safeguarding nature, then it should be referred to the Designated Safeguarding Leads (Miss. Moore, Mrs. Mullally, Mr. Bragard) who will follow the procedures in the Child Protection Policy.

Teaching Assistants will:

Teaching Assistants will be available to support learning between 8.45am – 3.15pm each day during term time, following their directed time. If they are unable to work for any reason during this time, for example due to sickness, they will report this using the normal absence procedure.

- Support the class teacher they usually work with, if isolating as a class bubble
- Support the learning of pupils they usually work with at Sacred Heart
- Continue to deliver group and/or 1 to 1 intervention under the direction of the teacher/SENCo
- Log any safeguarding concerns on *Safeguard*
- Support the class teacher to prepare Home Learning Packs and manage the return of pupil work (for pupils who do not have access to online learning)

The SENCo will:

- Identify the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period. Liaise with colleagues in regard to the appropriateness of work set for the children on the SEND register for remote learning.
- Liaise directly with parents and carers of SEND children in regard to supporting with remote learning.
- Liaise with outside agencies.
- Keep up to date with EHCP annual reviews in line with DfE guidance.

The ICT technician will:

- Assist pupils and parents with accessing the internet or devices
- Support staff and parents with any technical issues they experience
- Review the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Ensure that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material

SACRED HEART CATHOLIC PRIMARY SCHOOL

Love of God,
Love of one another,
Love of our world,
Love of learning.

to be recorded, where required, ensuring that all technology used for remote learning is suitable for its purpose and will protect pupils online.

Office staff will...

Operate as the main point of contact for parents/carers to ensure that all pupils can access remote learning provision promptly when necessary.

The Designated Safeguarding Lead (DSL) will ...

- Work with the Safeguarding Team to identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) through risk assessment prior to the period of remote learning
- Arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning:
    - o Phone calls made to vulnerable pupils will be made using school phones where possible.
    - o All contact with vulnerable pupils will be recorded and suitably stored on *Safeguard*.
    - o Home visits to be arranged, where required, to families of Sacred Heart School who are causing concern or when unable to contact. All home visits must:
        - ▪ Have at least one suitably trained individual present.
        - ▪ Be undertaken by no fewer than two members of staff.
        - ▪ Be suitably recorded and the records stored so that the DSL has access to them.
        - ▪ Actively involve the pupil.
- Maintain contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Provide vulnerable pupils and their families with a means of contacting the DSL, their deputy, or any other relevant member of staff – when possible, this arrangement will be set up by the DSL prior to the period of remote learning.
- Identify the level of support or intervention required while vulnerable pupils learn remotely and ensuring appropriate measures are in place.
- Ensure that Child Protection plans are enforced while the pupil is learning remotely, and liaise with the Headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Ensure that all safeguarding incidents are adequately recorded on *Safeguard*. Monitor *Safeguard* on a daily basis and ensure prompt and appropriate action is taken.
- The DSL will meet (in person or remotely) with the safeguarding team once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

The Safeguarding Team will:

- Be contactable during school hours to report and/or support safeguarding concerns
- Call identified families regularly to offer support and check on children's well-being
- Liaise with outside agencies, as appropriate to need

SACRED HEART CATHOLIC PRIMARY SCHOOL

Love of God,
Love of one another,
Love of our world,
Love of learning.

- Take part in remote/in-person meetings as appropriate to need
- Conduct home visits

Pupils will:
- Complete the learning set by their teacher each day and upload their learning as requested by the class teacher.   Complete Learning Packs if online access is not available.
- Respond to feedback that is given on completed work.
- Use the internet safely as per the Home-School Agreement.

Pupils 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.

Parents will:
- Establish a clear and positive routine with each child using the timetable and the daily learning set
- Support their children to complete the learning set
- Support their children by returning all completed work or documents for assessment and feedback as directed by the class teacher
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email – during school hours only
- Read all communications that come out from Sacred Heart School to ensure they are fully aware and up to date with news
- Make the school aware, via the school office, if their child is sick or otherwise and cannot complete their work.

Maintaining regular learning in the event of individual or group isolation (due to COVID-19) is of great importance to reduce the impact on children's education. However, the school recognises the need for a flexible approach in this regard. We understand that circumstances at home will differ. Some families have one child to support while others have several. Availability and access to digital devices may vary in different households and some activities set may work differently on varied devices. Some parents will have time to help their children learn, while others will be working from home and may have much less time. Some children will be able to work more independently than others or need greater challenge. We appreciate that some families may not be able to engage with the full timetable. Our remote learning offer will include a variety of weekly learning activities across the curriculum so that pupils can work their way through as much as they are able, at a time that suits them. We would recommend that parents/carers focus on key learning priorities to try to reduce the impact on children's core Maths and English skills.

Data Protection
All staff members should be mindful that:
- Only school devices should be used, wherever possible e.g. laptops, not personal devices.

Love of God,
Love of one another,
Love of our world,
Love of learning.

- Any work completed by children should be stored in a file on that device.
- Staff members may need to collect and/or share personal data as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permission.
- Emails should not be shared with anyone outside of the school.

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.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

Online Safety

The school/setting has taken account of Department for Education guidance in relation to the planning and delivery of online remote learning as well as nationally recognised guidance. The school is also conscious of the importance of taking into account issues such as online accessibility within the family home, the mental health and well-being of children, including screen time, and the potential for inappropriate behaviour by any adult or pupils.

School and parents must work together to ensure that children are safe online. Children must remember that they have learned in class about staying safe online. They must not share their passwords with others. Parents must supervise children whilst they are using the internet. Parents must remind children that whatever they write online is visible to others and leaves a digital footprint. Parents can use online resources on the school website to help educate the children about staying safe online.

Protocol for safe use of Google Sites/Tapestry for Infant pupils and Google Classroom for Junior pupils, whilst working remotely from home:

SACRED HEART CATHOLIC PRIMARY SCHOOL

**Love of God,
Love of one another,
Love of our world,
Love of learning.**

When working remotely from home, the Class Teacher/Teaching Assistant should:

- Follow all normal lesson protocol and school expectations regarding dress code, language and use of technology.
- Conduct any lessons from a public room in your home, or somewhere else suitable, taking consideration of the best location to deliver the lesson from. Be aware of what can be seen on the camera behind and around you; other household/family members should not be present.   Be responsible for ensuring that other children and young people under the age of 18 do not come into sight of the camera during recorded lessons (or if video conferencing takes place).
- Adhere to GDPR at all times when personal data is shared with you by the pupil or their parent/guardian to enable an on-line link to be established.
- Advise the Headteacher or DSLs immediately and adhere to the school's safeguarding referral procedures if you have to end a lesson or communication due to inappropriate behaviour or safeguarding concerns.

The Parent/Carer is required to:

- Ensure no footage of any lesson or communication is captured by the device being used or any other device in the possession of the household where the lesson is occurring.
- Ensure no footage of any lesson is posted on social media.
- Ensure Google Sites/Tapestry for Infant pupils and Google Classroom for Junior pupils is not used by the child or parent as a forum for chatting.
- Adhere to GDPR at all times when personal data is shared.

This policy will be reviewed regularly in the light of the changing situation and the development of new technology and resources.