Remote Learning Policy

Approved by:	FGB	**Date:** 18th November 2021
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Contents

CHANGES MADE TO THE POLICY

19th November 2021
Page 2 - Keeping in touch with pupils and parents - added a section about the letter to families before a period of remote learning, informing families of the expectations and daily question in place of registration.
Page 1 - Setting work – added a section on posting teacher videos a day in advance to allow time for families to familiarise themselves with the content before the work is set.

<u>**Aims**</u>

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

Roles and responsibilities

All staff must be available between 9am and 3pm. 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 procedures between 9am and 3pm on the school mobile **07495 840198**. If it affects the completion of any work required, ensure that arrangements have been made with year group partners or SLT to ensure work is completed.

Part time staff are expected to work their contracted hours as outlined in the policy.

Teachers

Teachers are responsible for:

Setting work

- Year group Medium Term plans must be emailed directly to the Head/DHT at the end of previous half term, ahead of any lockdown or isolation period.

- Any isolation pack or printable materials for families must be emailed to Head/DHT and admin before lunchtime of the first day of remote learning.

- Year group colleagues to ensure stand alone lessons are ready to 'assign' on the morning of the first day of remote learning

- Providing a weekly timetable of lessons and materials for their year group in liaison with year group partners – this does not mean a timetable must be shared.

- Ensure Google Classroom lessons are assigned by 9 o'clock each day which prioritise Phonics, English and Maths whilst ensuring lessons across the curriculum are assigned within the week. In Early years and Year 1 where family support is needed to access the learning/activity, teachers will endeavour to post the video at the end of the previous day to give families time to familiarise themselves with the activity before it is set the next day.

- Provide between 3-4 teaching sessions/activities, equalling approximately 3 hours learning each day.

- Sharing details of the whole school mini lockdown project or focus for all year groups learning remotely, which will be decided at the beginning of the lockdown period and relate to school events or significant festivals linked to the time of year.

- Google Classroom session for class/year group in order to;

  - Share pre-recorded instruction for the day

  - Address aspects identified through AfL if appropriate

  - Register all pupils through the chat 'question of the day' aspect in Google stream, e.g. Who is here? What is your favourite dessert? Show you're here by answering this question…What is 4 x 3?

o   Provide a weekly opportunity to celebrate and share examples of learning.

o   Provide ideas and activities for a 'device free' Friday that support the development of positive wellbeing and growth mindset.

● Promoting participation and setting Times Table Rockstars battles.
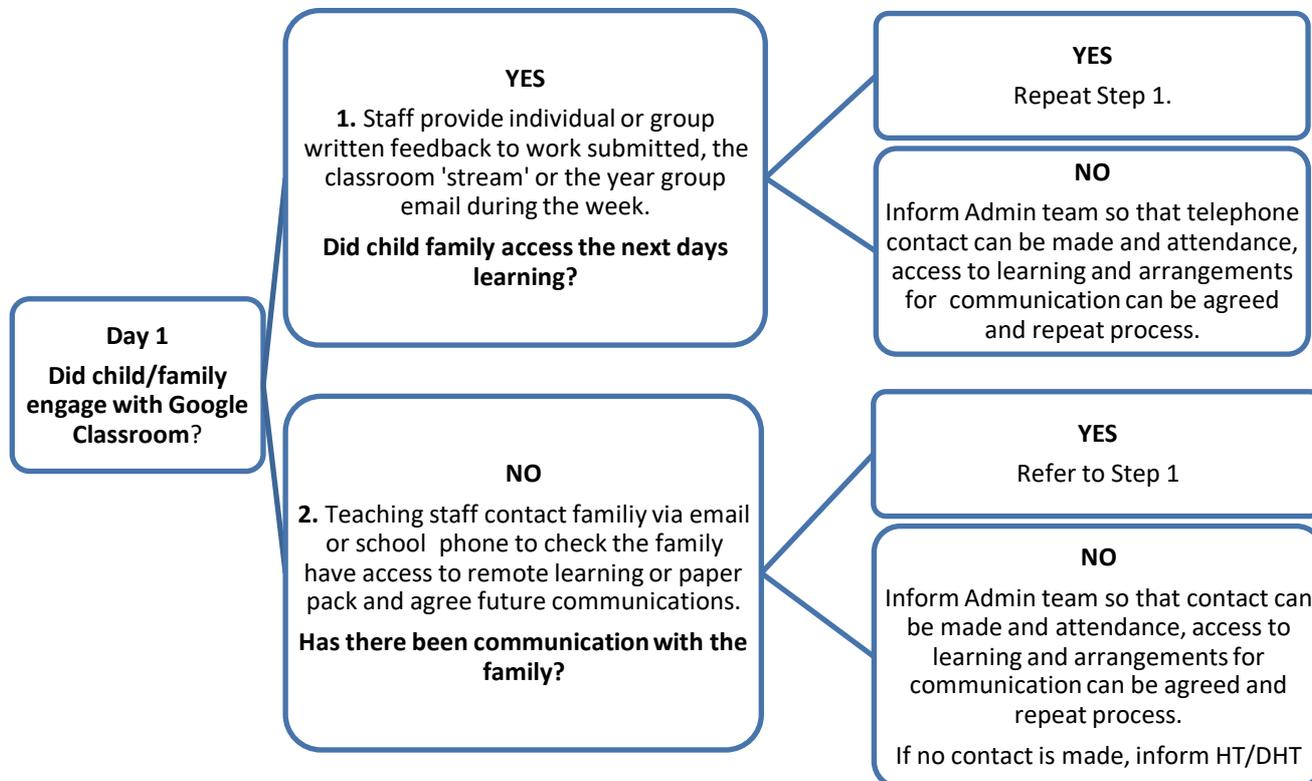
Providing feedback on work:

● In the event of a year group or school lockdown, pupils will be sent home with a new exercise book to complete learning tasks in. Children will be expected to photograph completed tasks and send to their class teacher when requested to do so.

● Pupils can send completed work to teachers via year group emails, google classroom or Purple Mash and maybe in the form of a photo.

● Teachers will review the work submitted in order to inform planning of future sessions and provide feedback in the form of dot marking/grouping as appropriate (as outlined in the Teaching, Learning and Assessment policy). Individual celebration and feedback can be provided via the methods of communication outlined within this policy.

● Quizzes and online surveys must be used to help children strengthen their memory and fast retrieval and provide AfL information for teachers in a 'low stakes' way.

● All emails between staff with colleagues, families and parents must be from the year group email YearX@stcaths.herts.sch.uk address.

● Teachers should respond to any emails from parents/children within 48 hrs, within the working week and during directed hours of 9am and 3pm.

● Teachers must send any children's work to be displayed on the Year group pages on the website or the school Facebook page to scsocial@stcaths.herts.sch.uk and dwallis@stcaths.herts.sch.uk at least fortnightly.

Keeping in touch with pupils and parents:

● Before a period of remote learning is introduced as a year group or whole school, a letter to families will explain the expectations around remote learning, including the expectation that all children complete the daily question in the Chat area in place of registration.

● Emails received in the year group email or forwarded from the Admin email from parents and pupils are to be checked between 9am and 3pm, Mon- Fri. Emails must be replied to within 48hrs. Only send replies between these times. Anyone can respond to year group enquiries it does not have to be the actual class teacher but make sure the rest of the team are BCCd to avoid duplication.

● Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher should be BCCd in the communication. If necessary teachers must contact a member of SLT for advice.

● Teachers are to monitor their class engagement in lessons and contact all families who do not engage with Google Classroom **on the first day** of isolation via email or phone to clarify expectations and access arrangements with families. Teachers should inform the Admin team of *any pupils who did not access online learning each day* so that they can contact the families if there has been no interactions or there are attendance/access to learning or safeguarding issues. The Inclusion Lead should also be BCC'd in the communication.

● Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member

of SLT who may choose to contact the parents directly. There is no expectation from school that **all** work must be completed at this time. We believe our parents will be doing their best.

When to call families?

Day 1 **Did child/family engage with Google Classroom?**	**YES** **1.** Staff provide individual or group written feedback to work submitted, the classroom 'stream' or the year group email during the week. **Did child family access the next days learning?**

YES
Repeat Step 1.

NO
Inform Admin team so that telephone contact can be made and attendance, access to learning and arrangements for communication can be agreed and repeat process.

NO
2. Teaching staff contact familiy via email or school phone to check the family have access to remote learning or paper pack and agree future communications.
Has there been communication with the family?

YES
Refer to Step 1

NO
Inform Admin team so that contact can be made and attendance, access to learning and arrangements for communication can be agreed and repeat process.
If no contact is made, inform HT/DHT

Leading virtual meetings and set learning with parents, pupils and staff:

- Staff within each year group must assign a day's learning to Google Classroom that provides instruction for the learning that day, including modelling and responding to AfL as appropriate. All lessons should be available throughout the day so that families can manage the sharing of devices and access the lesson at a suitable time.

- When hosting a virtual streamed session, there is no need for staff to have a camera on. All material shared should have been pre-recorded, currently by recording a meeting within Google Meet, currently provided in the google classroom software.

- Sessions will remain on Google Classroom for at least a week for children to access at a later time if they were not able to access the 'live' session or want to review parts of it again.

- When recording material for use in lessons, staff must ensure they are in an appropriate location. If staff are unable to record from the classroom, they must ensure they are in an appropriate place within their home (no bedrooms, bathrooms or hot tubs) and select the blurred background option if possible.

- Staff must avoid areas with background noise but explain to attendees that there may be some background noise if not preventable.

- Where teaching staff are working within 'Cool Club' and therefore unable to provide remote learning, another colleague will continue to provide remote learning to their class either as part of the year group or as an isolated group.

- Staff must continue to follow the St Catherine's smart dress code as outlined the Staff Handbook.

- Once a week, staff working remotely are expected to join at least one remote staff meeting via Teams or Google Classroom which will usually be at the following times;
    - Teaching Staff - Wednesday 3.30pm
    - Teaching Support Staff – Wednesday 10am
    - Admin Team - Monday, Wednesday and Friday 8.30am
    - MSAs - Tuesday 11.30am
    - Inclusion Team – Tuesday 10.30am
    - SLT/MLT – Monday 1.00pm (MLT alternative weeks)
- Colleagues working at 'Cool Club' will be invited to attend a meeting at a mutually convenient time.

Teaching Assistants

In the event of a year group isolation, support staff assigned to that year group are welcome to borrow a school device in order to work from home.   If possible, please see Dan (or a member of the SLT in his absence) in order to be assigned a device.

Teaching assistants must be available during their normal working hours, Mon to Fri. During this time, they are expected to check work emails and be available when called upon to attend school. 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:
- Supporting pupils with learning remotely when requested by the Inclusion Lead.
- Supporting staff in preparing paper copies of work set by the teacher for collection by some families.

Supporting virtual meetings with parents, pupils and staff

Teaching assistants are expected to monitor the lessons on Google Classroom with the class/year group they usually support in class on that day. They may assist teachers to monitor participation in the registration question of the day, monitor any use of 'chat' option within lessons (ensuring inappropriate comments are addressed) and support the class teachers to monitor correspondence with children and families via the year group email.

Support staff may be invited to pre-record messages or aspects to support learning. In which case, staff must ensure they are in an appropriate location. If staff are unable to join from the classroom, they must ensure they are in an appropriate place within their home (no bedrooms, bathrooms or hot tubs) and select the blurred background option if possible.

Staff must avoid areas with background noise but explain to attendees that there may be some background noise if not preventable.

Staff must continue to follow the St Catherine's smart dress code as outlines in the Staff Handbook.

Once a week, staff working remotely are expected to join at least one remote staff meeting at the following times;

- Teaching Support Staff – Wednesday 10am

Colleagues working at 'Cool Club' will be invited to attend a meeting at a mutually convenient time.

Subject Leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject – Review work set weekly on the website, monitor weekly timetable and amendments to the long-term plan; including planned Oak Academy lessons shared.
- Review the provision within their subject and deliver CPD virtually, either previously arranged, linked to the School Development plan or in response to monitoring undertaken within your subject.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Alerting teachers to resources they can use to teach their subject remotely

Inclusion Team

The Inclusion team are responsible for;

- Preparing a program of support for individual pupils with EHCP/SEND.
- Weekly telephone contact with SEN children and those with EHCP.
- Monitoring attendance of pupils and contact families of pupils who do not engage with remote learning or home learning packs.
- Identifying families for whom additional technical support is appropriate.
- Supporting staff to plan 'device free' days/activities at least weekly to support wellbeing and mental health.
- Identifying families who would benefit from the delivery of food parcels outside of FSM entitlement.

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 – reviewing work set by teachers weekly, monitoring Purple Mash, the email correspondence between parents and teachers, discussion at weekly staff meetings and reaching out for family feedback from pupils and families.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring the school community continue to celebrate achievements and learn together through a weekly assembly and the school website and social media.
- Ensuring opportunities for continued CPD and school development, linked to the school development plan.

Designated Safeguarding Lead
The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- See the updated Child Protection Policy and Keeping Children Safe in Education 2020

ICT Technician and Web Master

At St Catherine's we have a school-based ICT technician. Dan Wallis is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with technical issues they're experiencing, remotely via the tech@stcaths.herts.sch.uk address shared with families.
- Reviewing the security of systems and flagging any data protection breaches to the Data Protection Officer
- Assisting pupils and parents with accessing the internet or devices, where possible.
- Updating the school website at least weekly. Please send examples of work to celebrate to dwallis@stcaths.herts.sch.uk.
- Branding and uploading all 'public' pre-recorded video/media such as assemblies for sharing with families on public pages such as the website, Facebook and Twitter.
- Maintaining the school social media pages; Website, Facebook, YouTube, Twitter.
- If Dan is unable to work for any reason during this time, for example due to sickness or caring for a dependent, a member of the SLT will contact Google Hub or SITTS for technical support.

Pupils and Parents

Staff can expect pupils to:

Be contactable during the hours of the school day 9am – 3pm, although they may not always be in front of a device the entire time.

Seek help if they need it, from teachers or teaching assistants via Purple Mash or their year group email.

Attempt work set by teachers and submit it by the time set.

Alert teachers if they're not able to complete work due to illness or access to technology.

Join the daily session 'virtually' and registering their attendance in the 'chat' stream section with help from an adult as appropriate.

Follow the ICT acceptable use policy. Pupils and Families do not have the permission to record, edit or redistribute any material, including screenshots or recordings of the teacher or the google classroom input. Any requests for recording of the lesson should be made directly to the class teacher via the year group email address.

Collect a paper pack if they are unable to access 'virtual' learning.

Staff can expect parents 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 – staff should refer parents to the 'Children's' section on our website and the 'Learning Whilst at Home' page for the weekly timetables and other useful links for learning.

Inform the school if they are not able to access remote learning and collect paper copies provided.

Be respectful when making any complaints or concerns known to staff.

Governing Body

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.

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/SLT

Issues with behaviour – talk to the SLT

Issues with IT – talk to ICT technician (D. Wallis) who can contact SITTS if needed

Issues with their own workload or wellbeing – talk to HT/DHT

Concerns about data protection – talk to the Data Protection Team (School Business Manager / ICT Manager) or make contact with the Data Protection Officer (DPO) – Peter Falconbridge, via admin@stcaths.herts.scfh.uk

Concerns about safeguarding – talk to the DSL/DDSL

All staff can be contacted via the school email addresses

Data protection

Accessing personal data

All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.

Teachers are able to access parent contact details via a folder within LARA using a secure password. Do not share any details with third parties and ensure LARA is logged out.

The SLT and ADMIN team have the ability to locate personal details of families when required through securely accessing SIMS. SLT are not to share their access permissions with other members of staff.

School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

All teaching staff must access the school network using LARA.

The use of the encrypted memory stick supplied are **only** permitted for the storing of pre-recorded video teacher content that cannot currently be recorded when logged into LARA. The use of an encrypted memory stick will ensure the adequate disk space on staff laptops. It is expected that all staff ensure that the memory stick is not moved between devices and is not left unattended.

All memory sticks will be returned to the technician on return to school.

Sharing personal data

Staff members may need to collect and/or share personal data such as email addressed or phone numbers 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.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

These tips are based on our ICT acceptable use policy.

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

Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning. Amendments to the Child Protection Policy.

Monitoring arrangements

This policy will be reviewed as and when updates to remote learning are provided by the government by J Devonshire (DHT). At every review, it will be approved by Mrs. Wallis (Headteacher) and SLT and the Chair of Governors

Links with other policies and documents

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Staff Handbook
- Year Group Half terms curriculum overviews and plans for families