Sacred Heart Catholic Primary School & Nursery

REMOTE LEARNING POLICY

Mission Statement:

Learning and loving with Christ as our teacher.

Policy Review

This policy will be reviewed in full by the Governing Body.

Review Frequency	Every 4 Years
Last Review Date	22/2/25
GB Adopted	22/02/25
Next Review Date	Spring Term 2029

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Signature: Linda Payne Date: 27th February 2025

Executive Head Teacher

Signature: Vivienne Morgan Date: 27th February 2025

Chair of Governors

Contents

1. Aims 3
2. Roles and responsibilities 3
3. Who to contact 6
4. Data protection 7
5. Safeguarding 8
6. Monitoring arrangements 8
7. Links with other policies 8

1. Aims

This Remote Learning Policy for staff aims to:

- ensure consistency in the approach to remote learning for pupils who are not in school;
- set out expectations for all members of the school community with regards to remote learning;
- provide appropriate guidelines for data protection;
- ensure the ethos of Values based Education are maintained in a remote learning environment.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 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. Please liaise with the School Office in the first instance so we can manage arrangements and see if supply cover can be provided to maintain the remote learning platform.

When providing remote learning, teachers are responsible for:

- using the Google Classroom to set work, assess and assist groups and individuals in their learning;
- creating a weekly timetable of work for their year group which mirrors all subjects in the school curriculum;
- providing work which meets the learning needs of all individuals in the class with clearly differentiated learning reflected in the teaching and learning;
- ensuring planning formats are maintained and uploaded to the school server so that senior leaders can assess the coverage and quality of learning;
- communicating expectations of when the work needs to be completed;
- communicating with senior leaders and parents to overcome any issues with Google Classroom, access to digital platforms and devices and/or work engagement issues;
- liaising with the Google Classroom Leader (Hannah Tizzard) to refresh Google Classroom training or to overcome any technical issues with the digital platform.
- liaising with teaching assistants, PPA support teachers or any other relevant staff (such as the Pupil Premium Leader and the SEND Leader) so that they can support individuals, groups or the class across the MS Teams network in much the same way as they would in regular school time;
- ensuring that the school E-safety Policy and Acceptable Use procedures are followed and that children are given regular reminders about matters pertaining to these documents;
- raising any Child Protection or E-safety issues with the DSP/Deputy DSP.

Providing feedback on work:

- completed work should be 'turned in' children using the 'assignments' tab of Google Classroom. Teachers will provide written/verbal or general class feedback or comment at least weekly;
- the school will not be able to implement the usual marking and feedback codes and use of highlights used in the Marking and Feedback Policy for practical reasons but, where there are significant amounts of feedback required, teachers (or teaching assistants) should use the chat function in Google Classroom.;
- audio or video calls may also be used to provide feedback though teachers should check at the start of a call that they have parental permission to speak with the child for e-safety reasons;
- teachers should check in with pupils who have not handed in work and make contact with parents if there is a significant amount of unfinished work.

Keeping in touch with pupils who are not in school and their parents:

- teachers should provide work via Google Classroom for any child who is absent from school for more than 48 hrs for Covid related reasons (e.g. self-isolation);
- work set should mirror the curriculum being taught in school with short instructions and references to relevant websites and worksheets;
- during school hours, teachers will not be able to use Google Classroom chat, audio or video to support individuals who are self-isolating or during Local or National Lockdown as they will be teaching the rest of the class but a chat message requesting support can be used where assistance is needed and teachers will endeavour to make contact via Google Classroom or phone as soon as they can;
- teachers will not be expected to answer emails, calls or chat messages outside of school hours or at weekends;
- teachers will make contact in a pastoral capacity with children through Google Meets parents to check on wellbeing, engagement and mental health. Any significant issues should be recorded on the school safeguarding records of concerns;
- children will be expected to complete work spanning the whole curriculum as laid out in the DfE advice documents and it is a parental responsibility to ensure work is completed. However, children's mental health and wellbeing will be prioritised throughout this time and we are happy to work with isolated individuals and families where this expectation may prove challenging.

Attending virtual meetings with staff, parents and pupils:

- in the event of full school lockdown, school will use the Google Classroom or Microsoft Teams to continue conducting Staff Meetings, Curriculum Development Meetings and other meetings in the interests of school progress, welfare, child protection and educational matters;
- staff should find a spot conducive for working, which is free of distraction and noise or use their noise cancelling headphones and mics;
- where video calls take place with a pupil or parent for support reasons, children should adhere to the normal behaviour rules of the school and parents should follow the parent Code of Conduct Policy.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hour.

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 as identified by the class teacher;
- providing support as directed by the class teacher;
- supporting the class, groups or individuals in a similar way that would mirror classroom practice using Google Classroom;
- support Keyworkers/Vulnerable pupils in class, whilst the teacher is remote teaching in class.

Attending virtual meetings with teachers, parents and pupils:

- as directed by the class teacher;
- staff should find a spot conducive for working and talking free of distraction and noise.

2.3 Subject Leaders

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- identifying barriers to learning in their subject remotely and working with other professionals to suggest alternatives, for example, using a You Tube clip of a science experiment rather than asking children to do the experiment in their home with lack of resources;
- working with other teachers teaching their subject remotely to make sure all work set is appropriate and consistent and covers the school curriculum;
- working with other Subject Leaders and Senior Leaders to make sure subject specific assessment procedures are maintained each term;
- monitoring the remote work set by teachers in their subject through sample monitoring and feedback;
- 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:

- the Head of School, Teaching and Learning Leader and Computing Leader will co-ordinate the remote learning approach across the school. The Head of School and SLT will continue adapted monitoring activities, the Teaching and Learning Leader will ensure the overall curriculum is being covered and the Computing Leader will resolve any minor technical issues such as logging on to the MS Teams/Google Classroom system;
- school Monitoring will continue in much the same way as in regular school practice;
- the DPO (Data Protection Officer) will assess the data protection elements of working (already complaint being a Microsoft system) and will advise on any potential issues raised;
- DSPs will maintain Child Protection systems via the electronic Herts forms.

2.5 Designated Safeguarding Leader

The DSL is responsible for:

maintaining contact, collating, passing on information and responding to any concerns. Please refer to the School Child Protection Policy for further details.

2.6 IT staff

IT staff (Con Ed are the school's provider) in conjunction with the school Computing Lead and Office Staff are responsible for:

- fixing issues with systems used to set and collect work;
- helping staff with any technical issues they are experiencing;
- reviewing the security of remote learning systems and flagging any data protection breaches to the DPO;
- assisting pupils and parents with accessing the Google Classroom or using devices (parents have been provided with a Help Guide on how to use the Google Classroom).

2.7 Pupils and Parents

Staff can expect pupils learning remotely to:

- be contactable during the school day of 8.30am to 3.15pm;
- seek help if they need it from teachers or teaching assistants;
- alert teachers if they are unable to complete the work;
- maintain a respectful dialogue with school staff in line with the Values based Education ethos and the school Behaviour Policy.

Staff can expect parents with children learning remotely to:

- make the school aware if their child is sick or otherwise cannot complete work;
- seek help from the school if they need it;
- maintain a respectful dialogue with school staff in line with the Values based Education ethos and the Parent Code of Conduct.

2.8 Governing Body

The Governing Body 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.

2.9 Key Workers/Vulnerable Pupils

Clarity on Government plans for the role of Keyworker /Vulnerable pupils. In the event of a local/National lockdown the school will follow the updated Government guidance regarding Keyworker/Vulnerable pupils.

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 leader, Computing Leader (Hannah Tizzard) or SEND Leader (Emma Travers);
- issues with IT – talk to IT staff (Con Ed) or Computing Leader (Hannah Tizzard)
- Issues with their own workload or wellbeing – talk to the Head of School (Anna Smith) or SEND Leader (Emma Travers) (Rebecca Diaz - Mental Health Lead);
- concerns about data protection – talk to the DPO (Emma Travers);
- concerns about safeguarding – talk to the DSP Lead (Anna Smith) Head of School, (Rachel McCarthy).

Staff contact details can be found in the school Microsoft Office email system, the school contact list and through SIMs.

4. Data protection

4.1 Accessing personal data

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

- have access to the school server and SIMs through a secure login;
- have access to Office 365, Microsoft Teams, G Suite for Educations;
- ensure that all passwords are kept secure and sites/resources are logged out of after use;
- Ensure login details and sensitive data are not shared.

4.2 Processing personal data

Staff members may need to collect and/or share personal data, such as email addresses or phone numbers, 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;
- installing antivirus and anti-spyware software;
- keeping operating systems up to date – always install the latest updates.

Devices loaned to parents must be returned to the school in the same condition at the point of loan. The following must be adhered to:

- devices must be signed for so we have a record of loan and condition;
- devices must be used for school based work only;
- parents and children must abide by the Acceptable Use ~Agreements at all times.

5. Safeguarding

Please refer to the School Child Protection Policy which can be found on our school website. Appendix 5 has specific reference to Covid issues.

6. Monitoring arrangements

This policy will be reviewed in January 2022 by Linda Payne, Executive Headteacherl, in conjunction with the SLT. At every review, it will be approved by the Governor School Improvement Committee.

7. Links with other policies

This policy is linked to our:

- Curriculum Policy
- Behaviour Policy
- Parent Code of Conduct
- Child protection Policy
- Data Protection Policy and Privacy Notices
- Home-school Agreement
- E-Safety and Internet Acceptable Use Policy.

Disability Equality Scheme

This policy supports the school's Disability Equality Scheme and it is available in a range of different formats, for disabled parents and the wider public.