St. Basil's
Catholic Primary School
'We love, learn and succeed together'

Remote Learning Policy

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This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

1. Aims

- 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

2. Roles and responsibilities

Senior Leaders

Alongside other responsibilities, senior leaders are responsible for:

- Ensuring the school has an effective platform for sharing work with pupils and receiving submitted work which is used by all staff
- Providing immediate training for staff to ensure confidence in using the school's technology and the virtual platform and planning a programme of regular IT CPD including opportunities for staff to share learning, practice and support each other
- Co-ordinating the blended learning approach across the school.
- Setting clear vision and direction, for example whether the blended learning approach differs depending on year group/key stage.
- Auditing IT resource gaps among staff and pupils including establishing which device(s) pupils use to access learning at home.
- Considering how to address immediate IT resource gaps for staff and pupils.
- Creating a long-term plan for maintaining up to date IT infrastructure within school, for staff and pupils.
- Deciding on the school's approach to synchronous/asynchronous learning and the data protection/safeguarding issues which impact on this.
- Agree the expectations for home learning for all year groups/subjects
- Ensure parents know and understand the expectation and provision for blended learning.
- Create a culture and ethos of openly rewarding and celebrating achievements related to work being done at home by individual pupils both during and after isolation and share with parents
- Monitor the effectiveness and consistency of blended learning.
- Monitor the equity of provision provided for pupils at home and at school
- Monitor which communications systems work best
- Monitor the security of blended learning systems, including data protection and safeguarding considerations
- Regularly refine and update blended learning practices and procedures based on feedback
- Identifying the barriers for pupils in regard to access and engagement with learning.

- Recommending appropriate intervention and support strategies for pupils to ensure the development of basic digital literacies required for learning.
- Regularly reviewing blended learning approaches used in subjects across the whole curriculum for applicability, relevance and best practice in relation to pupil needs and desired learning outcomes.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should have access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of blended learning, they are encouraged to consult the Senior Leadership team.

Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing blended learning to ensure education remains as high quality and equitable as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Teachers

Alongside other responsibilities, teachers are responsible for:

- Taking responsibility for keeping up to date on best practice in using the school's technology and digital platform (teacher standard 8)
- Explicitly teaching pupils how to learn independently if at home - how to organise themselves (providing visual timetables /written timetables), their learning, their day; how to get online to access key resources; expectations for learning each day and how to upload completed work (teacher standard 2)
- Teaching pupils how to use the virtual platform and identifying any specific provision/resources which individual pupils will need to access the platform
- Considering what support for reading can be provided
- Making provision for online lessons and for interactions with individual pupils and providing opportunities for interactions between pupils
- Providing activities that involve consolidating learning
- Making use of formative assessment to accurately identify knowledge and understanding gained using the information to support planning on the pupil's/pupils' return to school.
- Giving pupils working from home regular feedback and encouraging them to respond to the feedback (Teachers' Standards 6)
- Checking in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to Senior Leadership Team, particularly if there are concerns or a lack of communication.
- Providing catch-up provision for 'returners' based on the pupil's engagement with home learning.

- Where teachers are at home self-isolating but not unwell, they should deliver remote learning, following their usual timetable where appropriate, using the school's chosen platform(s).
- Pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen.

Teachers should be available to contact parents if needed, by email or Class Dojo. If contact is deemed excessive the Phase Leader will be able to support and, if necessary, escalate to SLT.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, pupils and parents. Teachers also should ensure their communication with learners does not encourage unhelpful work habits. All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after 3.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Teaching Assistants

Alongside other responsibilities Teaching Assistants are responsible for:

- Supporting the teacher with home learning administration.
- Supporting the teacher with welfare calls where appropriate.

Unless there are extenuating circumstances, teaching assistants will be expected to be contactable remotely by colleagues, pupils and parents. Teaching assistants also should ensure their communication with learners does not encourage unhelpful work habits. All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after 3.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

SENCo

Alongside their teaching responsibilities, SENCos are responsible for:

- Supporting teachers with blended learning for pupils with SEND across the school.
- Monitoring the progress of pupils with SEND and work with teachers to identify where pupils are not engaging and need targeted support.

Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working 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

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

Designated Safeguarding Lead

The DSL is responsible for:

- Following up any concerns raised by teachers through their interaction with the pupils and log it on CPoms.
- Ensuring that all vulnerable pupils are spoken to at least once a week during periods of remote learning, with the focus being on well-being.

Admin Staff

Administrative staff are responsible for:

- Ensuring all parents' phone numbers and emails are up to date
- Tracking self-isolation periods to ensure that individuals and groups of pupils/parents know when they are expected to return to school.
- Report attendance concerns to the DSL or a member of the SLT.

Data Protection Officer (DPO)

- Ensure relevant polices are up to date and update the school's privacy notice to include any new data processors e.g. Microsoft
- Get copies of data sharing agreements for the new data processor (on their web sites)
- Carry out a Data Protection Impact Assessment to identify risks and how schools will reduce the risk
- Consider pupils who need identity protection
- Check if parental consent is required to use the data platform by referring to the platform's T&Cs
- Check to see if staff already have personal Microsoft accounts and ensure staff understand and have had training on how to avoid a conflict of accounts to reduce the risk of breaches of data and personal/special category data belonging to the school being stored on personal drives.

Pupils and parents

Assuming that a pupil is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting tasks promptly and to the best of their ability. Pupils will also be expected to read and respond to communication from the school on a regular basis.

Pupils should:

- Treat remote learning the same as classroom learning (Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behaviour and conduct. Focus on learning and don't get distracted by your surroundings.)

- Take regular screen breaks (Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices).
- Only communicate through approved school portals and platforms (It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure).
- Don't use school platforms to discuss personal matters (It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning).
- Use classroom language (If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid positing negative comments or spamming the chat).
- Always conduct video learning in an open space at home (To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate).
- Not share passwords or other sensitive information (In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others).
- Look after their mental health and wellbeing (Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up).
- Not record or take pictures of their teacher or classmates during online sessions

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Seek help from the school if they need it.

Parents should:

- Make the school aware if their child is unwell or otherwise unable to complete work
- Take an active interest in their child's learning (As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need help).

- Monitor their child's communication and online activity (It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer).
- Establish a daily schedule and routine (Working from home and trying to learn in a more casual setting that pupils might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use timetable/schedule that schools have sent home to help pupils keep on top of their daily learning).
- Ensure their child's learning device is in a public space in the home (It's important to consider where your PC/laptop/tablet is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate).
- Ensure their child only uses official school communication channels (It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site).
- Maintain feedback with teachers (Engage in communication with teachers where possible and try to feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate).
- Encourage screen breaks away from devices (Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise).
- Implement safety controls and privacy restrictions on apps and software.
- Monitor their child's wellbeing and mental health (Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll).
- Make sure an adult is with the pupil during any individual video call
- Ensure pupils are in either their dining room, living room or kitchen and not their bedroom.
- Ensure pupils are dressed and ready–not in pyjamas.

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 lead or SENCO
- Issues with behaviour – talk to the relevant phase leader
- Issues with their own workload or wellbeing – talk to the SLT
- Concerns about data protection – talk to the SLT
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

4.2 Processing personal data

Staff members do not need to collect and/or share personal data such as emails, phone number as part of the remote learning system.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

5. Safeguarding

The school's Child Protection Policy has been reviewed to reflect the current situation.

The safety and wellbeing of our pupils and staff are a priority. A CPOMs log will be recorded and the DSL will be contacted if there are any concerns regarding any pupil working from home. Pupils identified as vulnerable will be telephoned at least once during any two week isolation period.

When pupils are learning remotely at home – perhaps during a local lockdown or for those who may need to isolate – the need to be alert to their online safety is even more pressing. Teachers will naturally take ownership and responsibility when seeing any kind of inappropriate online behaviour and sometimes that will mean talking to parents too.

Pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

6. Monitoring

The Governing Body will review and approve this policy annually.

7. Links with other policies

This policy is linked to our:

- Relationship and 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