# St. Peter's Catholic Primary School Remote Learning Policy

**Ratified:  25th October 2023**

**Review: October 2026**

*The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children Partnership. For more information go to*
*https://www.gloucestershire.gov.uk/gscp/*

*This policy must be read in conjunction with the Safeguarding Incorporating Child Protection Policy and the Equal Opportunities Policy*

| Approved by: | Q&S Committee | **Date:** 25.10.2023 |
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| **Last reviewed on:** | 25th October 2023 | |
| **Next review due by:** | October 2026 | |

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## 1. 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

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3pm. This policy recognises that, in a forced lockdown situation, a teacher may also be required in school on a rota basis to provide childcare for vulnerable and keyworker children, so this availability statement only applies on the days they normally work and are not required in 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. Flexibility in completing directed hours due to caring for a dependent should be discussed with the Headteacher.

When providing remote learning, teachers are responsible for:

> Setting work

- o Teachers are responsible for setting daily learning for their class. PPA teachers will be assigned to a year group to support the setting of daily learning.

- o Daily learning should be set in accordance with the agreed timetable (Appendix 1)

- o Daily learning should be set and uploaded onto DB Primary by 3pm on the day before it needs to be completed thus giving parents the opportunity to read the learning in advance and print out any sheets their children may need to complete their learning, but teachers should keep the need for printing to a minimum

- o Class teachers are responsible for making up clearly dated home learning packs for pupils with no access to devices and worksheets for pupils with no access to a printer. These should be ready by 3pm every day so the Headteacher/SLT members can do door step deliveries.

- o Class teachers will make it clear how work should be submitted for feedback eg a photo of the work uploaded onto DB primary or email submission of work to the class email account etc

- o Teachers are expected to be in regular contact with their Phase Leaders and their year group staff. Planning can be shared but all teachers are responsible for ensuring that learning is appropriately adapted to meet the needs of pupils with SEND

> Providing feedback on work:

- o Teachers will provide feedback on all work that they have requested to be submitted. This feedback will be via DB Primary and responses will be made within 48 hours of the deadline given for submission (school days only).

- o Where children have demonstrated misconceptions, it is imperative that teachers either provide written feedback and guidance via DB Primary or arrange a TEAMS call with the parent (see Appendix 2 for TEAMS protocol)

> Keeping in touch with pupils who aren't in school and their parents:

- o Teachers will make regular contact with pupils and their parents via TEAMS

- o Any contact via telephone must adhere to the school phone call protocols (Appendix 2)

- o Teachers should endeavour to respond to emails from parents and to comments from parents and children as soon as is reasonably possible, and no later than 48 hours (not including weekends).

- o Complaints should be handled by class teachers in the first instance unless the parents/carers specifically ask to speak with a Senior Leader or the Headteacher.

- o Should a teacher have a safeguarding concern or receive a safeguarding complaint from a parent then this should be shared with the DSL (Mrs Desando or Mrs Baron)

- o Should a teacher receive a complaint from a parent about home learning provision this should be shared with the Deputy Headteacher (Mrs Young)

- o Any home behavioural concerns, such as lack of engagement or failing to complete work, should be discussed with the parents and advice given. The class teacher should share these concerns, and any solutions offered, with Phase Leader/Inclusion Manager/DSL/Headteacher as appropriate.

> Attending virtual meetings with staff and external agencies, parents and pupils:

- o Dress code - professional

- o Virtual meetings should take place in a quiet room with a simple background.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours. This policy recognises that, in a forced lockdown situation, a teaching assistant may also be required in school on a rota basis to provide childcare for vulnerable and keyworker children, so this availability statement only applies on the days they normally work and are not required in 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. Flexibility in completing normal working hours due to caring for a dependent should be discussed with the Headteacher.

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

> Assisting the class teachers and Inclusion Manager by supporting pupils who aren't in school with learning remotely

> Ensure that any concerns with regards to safeguarding are logged and reported immediately to the DSL

> Attending virtual meetings with teachers, parents and pupils and ensure they dress professionally and observe the school's TEAMS protocols

## 2.3 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

> Being aware of coverage in their subject area across all year groups

> Alerting teachers to resources they can use to teach their subject remotely

## 2.4 Inclusion Manager

The Inclusion Manager is responsible for:

> Working closely with the SLT to monitor the effectiveness of remote learning for children with SEND

> Ensuring that all children with SEND are able to access and engage with remote learning

> Working collaboratively with class teachers and teaching assistants to develop strategies to support children with SEND in their learning

## 2.5 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 by liaising with their Phase Team

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.6 Designated safeguarding lead

The DSL is responsible for:

> Ensuring that all within the school follow the school's Safeguarding Incorporating Child Protection Policy and the attached Annex which reflects the Covid-19 pandemic.

> Contacting vulnerable families and their allocated Social Worker if the children do not attend school on any given day during the lockdown

> Responding immediately to any concern raised by any member of staff

> Ensuring the Headteacher is informed of all concerns raised

## 2.7 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents with any technical issues they're experiencing

> Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

> Assisting pupils and parents with accessing the internet or devices

## 2.8 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day

> 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

Staff can expect parents with children learning remotely 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

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

### 2.9 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

# 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 your Phase Leader or the relevant subject leader

> Issues with behaviour – talk to Pastoral Leader or Headteacher

> Issues with IT – talk to IT staff

> Issues with their own workload or wellbeing – talk to their line manager

> Concerns about data protection – talk to the data protection officer

> Concerns about safeguarding – talk to the DSLs Mrs Baron or Mrs Desando

# 4. Data protection

### 4.1 Accessing personal data

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

> Use school laptops and logins and the secure one drive system for sharing files

> Ensure files with personal data are password protected and a separate email is sent with the password

### 4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.  While this may be necessary, 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
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

At St. Peter's Catholic Primary School, we know that safeguarding is everyone's responsibility.  It remains the responsibility of every staff member during this time to take responsibility to stay updated with the latest advice and guidance for safeguarding.  The safeguarding Incorporating Child Protection Policy has been updated with a Covid-19 Annex to reflect the current situation. This can be found in the Policy section of our school website and was emailed out to all staff in April 2020.

All staff have received Safeguarding training and are fully aware that whether at school or at home, pupils' safety should remain a priority and our policy and any additional guidance at this time should be followed to ensure all our children are safe.

## 6. Monitoring arrangements

This policy will be reviewed in October 2021. At each review, it will be approved by the Headteacher and shared with the Governing Board.

## 7. Links with other policies

This policy is linked to our:
- Behaviour policy
- Safeguarding Incorporating Child protection policy and coronavirus annex
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E-safety policy

# Appendix 1: Daily Learning Timetable

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|---|---|
| Daily learning | Phonics (where appropriate) |
| | English:  Reading comprehension/Writing/SPAG |
| | Daily Reading |
| | Daily PE |
| | Assembly/Act of Worship |
| Topic<br><br>One session per week covering at least 2 different subjects | Science |
| | Computing |
| | History |
| | Geography |
| | Art |
| | Music |
| | Design Technology |
| | PSHE |

# Appendix 2: Teams and Phone Call Protocol for Staff

## TEAMS

- Dress professionally
- Be professional: Listen with love, Speak with love, Act with love, Hold with love
- Quiet room
- Simple background – as plain as possible or use the Teams facility to 'blur' your background

## PHONE CALLS

- Whenever possible, use the school phones.
- If using your personal phone, block your number by dialing 141 before the parent's number
- Be professional: Listen with love, Speak with love, Act with love, Hold with love
- Quiet room