ST MONICA'S CATHOLIC PRIMARY SCHOOL

Remote Learning Policy

Written by:	Kate Baptiste	Date: 19th October 2020
Last reviewed on:	September 2023	

Contents

_____

1. Aims

At St Monica's Catholic Primary School we believe that our vision underpins everything we do and as such we strive for our children to succeed in many different ways in order for them to lead successful lives.

The Governors and Senior Leadership team at St Monica's are fully aware that these are exceptional times. This document seeks to inform and guide families and not impose strict expectations. Each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that any circumstances that causes our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited
- Parents may have two or more children trying to access technology and need to prioritise the needs of their children
- Teachers may be trying to manage their home situation and the learning of their own children
- IT systems may not always function as they should
- Children may not respond well to learning from home

This remote learning policy for staff and parents aims to:

- Outline our approach for children who will not be attending school. This may be as a result of government guidance for an individual to self isolate due to a positive Covid-19 case in the family home, or due to the closure of a whole class/phase bubble, or in the case of a local or national lockdown

- To outline our expectations for staff who may not be attending school due to self-isolation but are otherwise fit and healthy and able to continue supporting with the education of our children

- Ensure consistency in the approach to remote learning for pupils who aren't in school

- Provide appropriate guidelines for data protection

This policy is intended to cover the actions the school will take in the following scenarios:

- The event of a total national or local lockdown where school is closed to all but key worker and vulnerable pupils

- The event that a class/bubble closes and pupils must be remotely educated

- The event of a partial lockdown, where classes are attending on a rota basis

- The event of adhoc individual staff or pupil absences

2. Roles and responsibilities

The content of remote learning provision and the consistency of provision across the school will be monitored by the Senior Leadership Team. Google Classroom will be the learning platform for Years 1-6 and Tapestry for Reception Classes.

2.1 Teachers

When providing remote learning for a whole class self-isolating, teachers must be available via Google Classroom/Tapestry between 9am and 3.15pm.

When school is fully open, if teachers are working in school and only providing online work to individuals, they should arrange with their Teaching Assistant/NNEB to take some time out to manage the remote learning. If this is not possible, they should speak to their Phase Leader/SMT to request cover.

In the event of a local or national lockdown and school is closed to all but vulnerable and critical key worker children, one day a week every class teacher (Rec-Year 6) will be in school to teach the children present. On the day that they are in school the 9.15am registration session will be delivered by another member of staff:-

Years 1 and 2 – Mrs Roper

Year 3 and 4 – Mrs Costello

Year 5 and 6 – Karen Borley

During the week all teachers will have half a day PPA time. This is to enable teachers to plan, prepare and assess. On these days in addition to the daily pre-recorded sessions there will also be an online pre-recorded music lesson. On the PPA days each class will have their 9.15am registration and Years 1-6 will have one other meet (either 11am or 1.30pm).

If teachers 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 providing remote learning, teachers are responsible for:

Setting work:

- Setting work alongside their year group partners, providing a minimum of three activities per day for their pupils. However, teachers must provide additional work which children can access should they choose to. This will include additional activities or links to websites that children can use. See separate "Remote Learning Provision" document.
- English, Maths, Reading/Phonics to be set daily
- RE, Science, Music, PE and topic based activities to be set during the course of the week to match a typical weekly taught curriculum

- All activities will be uploaded onto Google Classroom (or Tapestry in Reception Class) the night before each day at 7pm. This is to allow parents to have time to view the work for the following day and to gather any resources that are required.

- A clear model must be evident for children to follow – this may include videos and audios from websites (eg Oak Academy) or recorded by the teacher. An audio may also include reading the text linked to the activity
- Activities should have a time for completion and a deadline for handing in the work
- The amount of time expected for each child to complete the work will depend on the age of the child. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day: EYFS & KS1- a minimum of 3 hours. KS2 – a minimum of 4 hours

- When setting work to be completed remotely teachers need to be mindful of the time parents and carers will have to support each of their children as well as having to work from home and of course their access to a device
- Adding bespoke learning tasks in a child's own area on Google classroom/Tapestry, for those children with specific targets on their Learning Support Plan (LSP)
- Children are to have their work acknowledged each day. More detailed feedback may also be given for specific pieces of work
- Contacting the office to ensure that children without access to a device can be loaned a device in the first instance, or will be offered paper copies of work which can be posted out or collected from the school office

Providing feedback on work:

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

- Teachers will provide feedback to children once each child has submitted their work on Google Classroom. This should be done as soon as possible after the child has submitted the work between the hours of 9am and 3:15pm.
- Teachers are not expected to feedback outside the hours of 9am and 3:15pm but feedback should be given no later than the next day. It is not expected for teachers to feedback during the weekends or in a holiday period
- If paper copies of work are posted to children, the office will be responsible for contacting the parent/child to check that this has been received

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

- Teachers are expected to communicate with all pupils at least once day
- This communication will usually be made through Google Classroom (or Tapestry for Reception class) but could also be via a phone call. See Appendix 1 regarding telephone calls
- Meetings with parents (for any reason such as parent/teacher consultations, LSP or EHCP reviews), may also be made via zoom/Google Classroom. See Appendix 2. When attending virtual meetings, ensure that they:
    - Dress according to the school dress code
    - Attend meetings from a suitable and appropriate location

2.2 Teaching assistants/Nursery Nurses

When assisting with remote learning, teaching assistants/nursery nurses must be available for their normal contracted hours. For many staff this will be between 9am and 3.15pm, but part-time staff will work their usual days/hours.

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 the teacher to support pupils who aren't in school, with learning remotely, by providing feedback and additional resources and/or teaching where possible
- Covering their class bubble for short periods of time to allow the class teacher to manage the learning
- Attending virtual meetings with teachers, parents and pupils – ensuring that they:
    - Dress according to the school dress code
    - Attend meetings from a suitable and appropriate location

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior/Phase leaders

Alongside any teaching responsibilities, senior leaders as well as those with responsibility for teaching and learning in each phase are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set and seeking feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- monitoring that pupils without access to effective internet are provided with the loan of a device or paper packs of work either in person, by post or through personal delivery;
- Providing opportunities for learning to be shared and celebrated to keep motivation high

2.5 Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection Policy. https://www.st-monicas.enfield.sch.uk/wp-content/uploads/2020/10/Child-Protection-October-2020.pdf

2.6 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 are 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

2.7 Inclusion Manager

The Inclusion Manager who oversees SEND is responsible for:

- Coordinating the provision for pupils with SEND across the school
- Monitoring the engagement levels of pupils with SEND
- Liaising with parents and other family members to ensure their wellbeing and help them to access available support networks

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although we do not expect them to be sat in front of a device for the entire day

- Log on to take part in 'live check-in/act of worship' sessions regularly (if the whole class is isolating at home)

- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers or teaching assistants/nursery nurses

- Alert teachers if they are 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, especially making the school aware if they are having internet troubles or limited access to electronical devices

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

- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but the school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact us promptly and alternative solutions will be made available to ensure continuity of learning (e.g. loan of devices or paper copies of work). These will be discussed on a case-to-case basis.

- Abide by the Acceptable Use of Google Classroom/Tapestry/Zoom policy in Appendix 3

2.9 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 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 the relevant subject lead, Phase Leader or Inclusion Manager

- Issues with behaviour – talk to the relevant Phase Leader or Pastoral Leader

- Issues with IT – talk to Breda Ryan who can liaise with Badger

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

- Concerns about data protection – talk to Catherine Nolan, Office Manager

- Concerns about safeguarding – talk to Kate Baptiste, the DSL

If parents have any questions about remote learning, they should email their child's class teacher in the first instance via office@st-monicas.enfield.sch.uk or message them via Google Classroom/Tapestry. Parents may also email the Headteacher, Kate Baptise via headteacher@st-monicas.enfield.sch.uk

4. Data protection

4.1 Accessing personal data

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

- Data can be accessed securely via Google Classroom/Tapestry and web based software packages (e.g MyMaths).

- The school will provide teachers with a laptop and an iPad to use.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't 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 will involve liaising with Breda Ryan and Badger who oversee our IT support. 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

Please reference our Safeguarding Policy:

https://www.st-monicas.enfield.sch.uk/wp-content/uploads/2020/10/Child-Protection-October-2020.pdf

Please see the latest Keeping Children Safe in Education guidance from the DfE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf

6. Monitoring arrangements

This policy will be reviewed regularly to reflect changing guidance and updates during the pandemic and beyond. Feedback will be gathered from staff, parents and pupils and used to adapt the remote learning provision from the school.

Appendix 1 – School Staff making phone contact with families

The main purpose of making contact by telephone is help parents and children to continue to feel connected to teachers and to the school during any school closure. It is a good opportunity to gauge how, both the parent/carer and child, are currently feeling about and coping with this extraordinary situation we all find ourselves in. It can also give us some valuable feedback on how the learning tasks we are setting are being received by families.

Teachers, do:

- Call a family whose child is not engaging with the online work set (on Google Classroom/Tapestry)
- Call a family in a response to them requesting a call

- Check that you are speaking with the parent/carer at the start of the conversation and then spend some time asking how they and the family are coping. You can then move on to asking about how they are finding supporting their child with the work set. Please reassure them about the job they are doing as many parents/carers may be anxious at this time. Please ask them to continue to do their best during this time and ask if you can speak to their child (where appropriate).
- Ask the parent to put the phone on speaker so that they can also hear the conversation.
- Ask the child how they are and how they are finding the situation. Speak to them about what they have been doing, both with the work set and outside of this eg are they able to go out for exercise, are they in contact with other classmates? etc. Mention some specific work they may have posted online, remind them about doing this. Thank them for the work they are completing and the good job they are doing. **It may be best to have an outline of a script for this as many children may not be used to communicating over the phone**. Ask to speak to their parent/carer again.
- Close the conversation with the adult.
- Keep conversations positive.
- Direct parents to the website and check they are receiving emails/text messages to keep up to date with news. Tell them to email office@st-monicas.enfield.sch.uk for general enquiries or email Mrs Baptiste on headteacher@st-monicas.enfield.sch.uk.
- Make a note of date, time, who you spoke to.
- Note any concerns and feedback to Mrs Baptiste.

Don't:

- Question parents in a judgemental way about lack of work completed.
- Commit to providing extra/different work for individual children as a result of the phone call.
- Give your personal contact details to parents/carers or children.

Safeguarding

- If calling from home or your mobile number, please block your number before each call by dialling 141 before dialling the parent's number (If calling from the school, there is no need to do this).
- Note and report to Mrs Baptiste, any safeguarding concerns that arise as soon as possible.
- Please delete parental numbers from your phone when finished and destroy any numbers you may have written down.
- Please note down time and date of attempted communication if you cannot reach a family. Leave a message if possible and retry at another time.

Appendix 2 Google Classroom, Tapestry & Zoom Acceptable Use Agreement

St Monica's Catholic Primary School believes that the online learning platform, Google Classroom allows for effective and meaningful teaching and learning both in school and at home. We are using this for Years 1-6, initially for setting homework but as an online teaching and learning platform in the event of a complete or partial closure of school.

In Reception we are using Tapestry as the means of communicating with parents online.

It is important to ensure that these tools are used in a safe and ethical manner and in accordance with St Monica's safeguarding arrangements. This document therefore sets out the terms under which Google

Classroom, Tapestry and Zoom should be used safely by St Monica's staff and pupils and in a manner that supports effective and appropriate teaching and learning. This is in line with St Monica's Data Protection policy.

Status of this agreement

This agreement has been sent to parents/ carers via email and it will be assumed that the provisions have been accepted unless a communication is received by the school stating otherwise.

We agree that:
● St Monica's will provide every pupil (Yrs1-6) with a unique, filtered Google Classroom account. *Please note that Gmail has been disabled for all pupils and staff and LGFL emails will continue to be used*
● Reception parents will be provided with a unique login to Tapestry linked to their personal email address
● Google Classroom and Tapestry accounts will be actively monitored by staff
● Student Google and Tapestry accounts are intended for educational purposes only
● Zoom or Google Meet will be used for parent/teacher conferences
● Google Meet will be used for teachers (Years 1-6) and zoom in Reception to meet with children eg for acts of worship or for live sessions
● All participants taking part in a live call via Google meet/zoom (and any family member also visible on screen) will be appropriately dressed
● For live group/whole class meetings, children will mute when asked by the teacher

● The teacher will record each live session and upload it to be watched at a later stage for those not able to be present
● No recordings, screen shots or photos of live sessions will be taken by pupils/parens that could then be shared on social media
● There wiil be no background noise/interference from devices such as TV or other family members
● Failure to comply with this Acceptable Use Agreement by parents/carers/pupils can result in restrictions being placed upon their account

Account security and safety
It is the responsibility of pupils to maintain the confidentiality of their Google account information. Pupils will not share usernames, passwords, or other account information and will report any possible unauthorized use of their accounts to a teacher or member of school staff immediately. Under no circumstances should pupils attempt to login to another pupil's Google account.

Cyber-bullying and harassment will not be tolerated. Students are expected to report any suspicious or threatening communication immediately. Students will not use Google accounts to share personal information such as full names, location, family information, phone numbers, etc.

Pupil use guidelines
Google accounts are to be used for the following purposes only:

- Teacher-student correspondence
- Accessing/ submission of classroom assignments or materials
- Creation of documents for classroom work

Students may not use Google accounts for:
● Unauthorized personal communication
● Bullying or harassment of other students
● Forwarding of chain mail, spam, or commercial content
● Sending inappropriate or immoral content or language

Privacy
All Google accounts are the property of St Monica's Catholic Primary. Pupils should therefore expect Google accounts to be subject to monitoring at all times and should not expect any documents to be private.

Internet usage
All internet access at school will be monitored and filtered to prevent access to undesirable content. Where pupils are accessing St Monica's Google accounts from home, it will be the responsibility of the parent/ carer to monitor, supervise and put in place any restrictions to prevent the access of unsuitable/ harmful content.

Consequences of violation of Acceptable Use Agreement
Pupils who do not adhere to this Acceptable Use Agreement may have their access revoked and/or restrictions placed on their account. In special circumstances the matter may be referred to the police or other external agencies as required

Parent/ carer consent

I am aware that all Google/Tapestry accounts remain the property of St Monica's Catholic Primary School and, as such, must be used in accordance with St Monica's Acceptable Use Agreement. In order to comply with this, I confirm that I will monitor my child at all times and make adequate arrangements for their online safety.

I understand St Monica's Google Classroom/Tapestry and Zoom Acceptable Use Agreement I am aware that if I should have any questions, I should contact St Monica's Catholic Primary School.