

Remote Learning Policy



Governors' Review Body: Curriculum, Faith and Operations

Responsibility: SLT

Next Review Date: January 2028

*Let it be known to all who enter here that Christ is
the reason for this school,
the unseen but ever present teacher in its classes, the
model for its children, the inspiration for its staff."*

1. Aims

At Sacred Heart Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

As a school we want to work closely in partnership with our parents to help support our children with their learning. This is a new way of providing learning for children, parents and staff and it is something we will constantly review and work on to help our children with their learning and wellbeing.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be effective during the period of remote learning.
- Ensure all pupils are supported during periods of remote learning to work to the best of their ability

This policy operates in conjunction with the following school documents:

Child Protection Policy

Safeguarding Policy

Data Protection Policy

Special Educational Needs and Disabilities (SEND) Policy

Positive Behaviour Policy

Staff Code of Conduct

Acceptable Use Policy

School Consent Form

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to the following:

- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (annual) 'Keeping children safe in education'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2020) 'School attendance: guidance for schools'
- DfE (2020) 'Remote education good practice'

3. Roles and Responsibilities

The governing body is responsible for:

- Ensuring that the school has updated safeguarding procedures in place
- Evaluating the effectiveness of the school's remote learning arrangements.

The Headteacher is responsible for:

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.

The Inclusion Manager is responsible for:

- Ensuring that the provision put in place for pupils with special educational needs is monitored for effectiveness throughout the duration of the remote learning period.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents. Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers, they identify, as well as any concerns they may have about remote learning, to the Headteacher.
- Adhering to the Staff Code of Conduct and Mobile Phone Policy at all times.

- Ensuring they conduct their live on line lesson from an appropriate location- either the classroom, or if this is not possible from a quiet area in their home which has a neutral background.

Parents are responsible for:

Adhering to this policy at all times during periods of remote learning.

- Reporting any technical issues to the school as soon as possible.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Positive Behaviour Policy at all times.
- For following the protocol for live on line lessons.

4. Online safety

As part of normal class lessons during the year the children do work on online safety. Each school term the children revisit online safety.

It is important teachers and parents reinforce the importance of children staying safe online.

The school direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

The DSL and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) and keep in contact with the families. Phone calls made to vulnerable pupils will be made using school phones where possible. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required. All members of staff will report any safeguarding concerns to the DSL immediately.

Parents will be encouraged to contact the DSL if they wish to report safeguarding concerns.

Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

It is important that parents let the school know if their contact details change

Pupils and staff are not permitted to let their family members or friends use any school-owned equipment, which contains personal data.

Any intentional breach of confidentiality will be dealt with in accordance with the school's policies.

6. Marking and feedback

Schoolwork completed through remote learning must be:

- Completed to the best of the pupil's ability.
- The pupil's own work.

School work that has been identified by the teacher for assessment /feedback must be uploaded to Early Essence - Nursery and Reception and emails – Years 1 to 6

- Teachers will provide feedback on at least 1 English activity, 1 Maths activity and 1 other activity each week. This may be on an individual basis, to a group or to the whole class, where appropriate.
- Teachers will adjust the amount, level or difficulty of work in response to pupils' work and feedback.

The school expects pupils and staff to maintain a good work ethic during the period of remote learning. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or phone if their child is not completing their schoolwork or their standard of work has noticeably decreased and work with the family at how best to better the child's standard of work.

7. School day and absence

Staff will closely monitor pupils who are not engaging in remote learning and the teachers will contact families if they have any concerns.

If a child is unwell they will not be expected to complete work

No remote learning work will be set for a child who is not attending school because they are unwell.

8. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via Weduc and newsletters about remote learning arrangements as soon as possible.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed. Issues with remote learning or data protection will be communicated to the Headteacher as soon as possible, so they can investigate and resolve the issue. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

The Headteacher will lead Whole School assembly every Monday morning for the everyone in the school community.

In the event of a whole school closure or a 'bubble'/ class is self-isolating the following will be provided

Lessons will be set for Years One to Year Six

- **English and Maths** – English and Maths work will be set in advance for the week. A daily lesson will be available 'live' via Teams (and also recorded) and may include the sharing of a power point presentation, an online resource etc. The lesson will involve an activity/independent task which may be submitted to Microsoft Teams (Yrs 1 to 6). Pupils may 'raise their hand' in the course of the lesson when support is required and a short feedback session at the end of the lesson will allow for any difficulties to be discussed, successes to be shared and work to be marked (where relevant).
- **Other curriculum subjects** – Lessons will be set to support learning in the other curriculum subjects.

Early Years Work

A lot of work set for Early Years children will be practical and will not be computer based. Early Years parents can take a photograph of activities completed.

- **English/ Phonic** – The children will have an English/Phonics lesson daily. This lesson will begin with an explanation. This may be a power point presentation, a written explanation, an online resource, or recording of a teacher – verbal or via video.
- **Mathematics** – The children will have a mathematics lesson daily. This lesson will begin with an explanation (as above).
- **Other Areas of Learning** – The children will be given additional areas of learning to complete relating to the Early Years curriculum.

Nursery

Nursery pupils will also be set activities to do at home to support their continued learning.

Celebration/ Feedback

There will be a weekly video celebrating pupils' achievements.

Individual pupils self-isolating (class remains open)

We will not set work for pupils on the first day of absence. Work will be set, after school, for the following day and then subsequent days.

1. Lessons set via Early Essence/Microsoft Teams (3 lessons each day). These lessons should match the learning objectives covered in class each day (as much as reasonably possible).
2. The child should upload work, as directed by the teacher
3. Teacher will feedback on activities at least once in the week.

Whole class self-isolating:

Online lessons will not be available for the first day of the absence

English and Maths – A daily lesson will be available ‘live’ via Teams (and also recorded) and may include the sharing of a power point presentation, an online resource etc. The lesson will involve an activity/independent task which may be submitted to Microsoft Teams (Yrs 1 to 6). Pupils may ‘raise their hand’ in the course of the lesson when support is required and a short feedback session at the end of the lesson will allow for any difficulties to be discussed, successes to be shared and work to be marked (where relevant).

Other curriculum subjects – Lessons will be set to support learning in the other curriculum subjects

9. Monitoring and review

This policy will be reviewed on an annual basis or when any changes are made to remote learning by the Co Headteachers.