St Joseph's
Catholic Primary School

Work hard, love tenderly, walk humbly: trusting in God.

Remote Education Policy

Head Teacher: Mrs J. Burgess

Chair of Governors: Mrs C. Horsley

Revision History					
Name	Version	Reason for change	Status	Date	Review
Mrs J Burgess	1.0	Review cycle	Final	May 23	May 26

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.

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

> Occasions when we decide that opening our school is either:
> o Not possible to do safely;
> o Contradictory to guidance from local or central government.

> Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
> o They have an infectious illness;
> o They are preparing for or recovering from some types of operation;
> o They are recovering from injury and attendance in school may inhibit such recovery;
> o Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

> Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision as well as BWCET;

> Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school;

> Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity;

> Set a time limit with an aim that the pupil returns to in-person education with appropriate support.

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available within the usual pattern of their working week.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report this using the normal absence procedure.

When providing remote learning, teachers should:

> Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners;

> Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.Teachers are responsible for:

Setting work

- 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
- 4 hours a day for KS2
  - ❯ Work should be set ready for 9am each day or shared at the start of the week appropriately.
  - ❯ Work should be uploaded via our remote learning platform – any new members of staff will be trained appropriately;
  - ❯ Staff should co-ordinate with other teachers, particularly their key stage leads, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
  - ❯ Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects;
  - ❯ This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills;
  - ❯ This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study.

Providing feedback on work:

- ❯ This will be shared regularly via our remote learning platforms i.e. online sessions via Teams;
- ❯ Keeping in touch with pupils who are not in school and their parents;
- ❯ Regular contact should be maintained via our learning platform/attendance at online lessons (if appropriate) and through phone calls;
- ❯ Teachers should not answer emails outside of working hours;
- ❯ Any complaints or concerns shared by parents and pupils, regarding safeguarding, should be shared immediately with DSL;
- ❯ If a teacher has any concerns regarding behaviour, such as a pupil failing to complete work, this should be referred, in the first instance, to the key stage lead, before escalating to the deputy head teacher/head of school.

Attending virtual meetings with staff, parents/carers and pupils:

- ❯ Dress code – appropriate to type of meeting (as if the meeting was face to face);
- ❯ Location (e.g. avoid areas with background noise, nothing inappropriate in the background).

Where teachers will also be working in school (delivering in school activities as well as remote activities), teacher workload needs to be carefully considered and use of wider online, DfE endorsed remote learning platforms should be used.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available within the parameters of their normal working 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 pupils who are not in school with learning remotely:

- ❯ Primary focus must be those pupils with SEN support plans (pupils normally supported by the teaching assistant in school);
- ❯ This may mean preparing appropriate work packs/one to one sessions via Teams.

Attending virtual meetings with teachers, parents/carers and pupils:

> Dress code - appropriate to type of meeting (as if the meeting was face to face);
> Location (e.g. avoid areas with background noise, nothing inappropriate in the background);
> If teaching assistants are also working in school, tasks may be deployed to other members of staff.

3.3 Subject leads/SENDCo

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 colleagues 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 for all pupils including those with additional needs, and deadlines are being set an appropriate distance away from each other;
> Monitoring the remote work set by teachers in their subject – through regular meetings/monitoring work uploaded on learning platform;
> Alerting teachers to resources they can use to teach their subject remotely;
> Making decisions about the use of online video lessons such as Oak National Academy.

3.4 Senior leaders

The deputy head/head of school has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

> Distributing school-owned laptops accompanied by a user agreement or contract (if possible);
> Securing appropriate internet connectivity solutions where possible;
> Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work;
> Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

They are also responsible for:

> Co-ordinating the remote learning approach across the school;
> Monitoring the effectiveness of remote learning –as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers;
> Monitoring the security of remote learning systems, including data protection and safeguarding considerations;
> Ensuring staff remain trained and confident in their use of online digital education platforms;
> Training staff on relevant accessibility features that your chosen digital platform has available;
> Providing information to parents/carers and pupils about remote education – information shared via website, email, school communication system;
> Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

> Ensuring school maintains regular contact with every pupil and acts with speed and rigour if concerns arise, involving external agencies as appropriate. Any concerns should be shared with the DSL, or DDSLs, immediately.

3.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work;
> Helping staff and parents/carers 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 (DPO);
> Assisting pupils and parents/carers with accessing the internet or devices.

3.7 Pupils and parents/carers

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 are not able to complete work;
> Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable);
> Online sessions should not be recorded by pupils.

Staff can expect parents/carers with children learning remotely to:

> Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible;
> Make the school aware if their child is sick or otherwise cannot complete work;
> Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here;
> Be respectful when making any complaints or concerns known to staff;
> Online sessions should not be recorded by parents.

3.8 Local Governing Committee

The local governing committee is responsible for:

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

4. 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, SENCO, deputy head/head of school;
> Issues with behaviour – talk to the relevant key stage lead;
> 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 DSL.

Accessing personal data

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

> Access the data, via BWCET shared network;
> Utilise their school laptops only (never personal devices).

> **5.2 Processing personal data**

The school will follow its data protection policy / privacy notice in terms of handling data – policies available on school website.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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.

6. Safeguarding

During periods of remote learning, safeguarding of pupils and staff remains our priority. Regular contact must be maintained. Any concerns must be immediately reported to the DSL or DDSLs

7. Monitoring arrangements

This policy will be reviewed every 3 years.

8. Links with other policies

This policy is linked to our:

> Behaviour policy

> Safeguarding and Child Protection Policy

> Data protection policy and privacy notices