Our Lady of Lourdes Catholic Primary School

Remote Learning Policy

June 2022

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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

The shape of remote learning will remain fluid depending upon the numbers of children isolating. In the case of a full class being closed, we would adopt the technology most appropriate for the age group of the children. For children in EYFS and Year 1, this is likely to be recorded lessons, supplemented with 'live' registrations via Zoom. For those further up the school we'd use Google Classroom. To ensure staff and children aren't constantly on a remote learning app; we'd look to augment this with Oak Academy resources. For students without access to the internet, we'd provide work books. Where only part of the class is isolating, or individuals aren't at school, the teacher would provide work that would allow the child to continue with their studies and also allow the class teacher the ability to continue live lessons in school.

2.1 Teachers

When providing remote learning for all children, three sessions per day would be provided. Each session would be one hour in length and provide work for children to do off line.

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. When providing remote learning, teachers are responsible for:

> Setting work

   o Work should be set for their classes, including differentiated work for those children that need support, or added challenge.

   o We would set work in English, Maths and RE, using Oak Academy for foundation areas.

   o The work would be introduced during the Zoom Call to the class in the morning, where a register would be taken.

   o The work should be uploaded to the class page of the website and follow the timetable for the week.

   o Staff would be expected to attend school, meaning that all would have access to IT and the wi-fi. This would also limit safeguarding concerns.

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> Providing feedback on work

  o In the case of Google Classroom, feedback can be provided in the same way that this is given in class. In the case of Zoom, we'd look to use questioning and answering to ensure that feedback was verbal. Written feedback on work would focus on RE, English and Maths and undertaken by parents submitting work from their children.

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

  o If the whole bubble, or school is locked down, teachers would ensure the contact with all children through Zoom calls. Follow up phone calls would also be used for children whose absence had not been recorded.

  o Parental e-mails would not be answered outside a teacher's normal working hours.

  o Teacher's would pass any concerns or complaints to a member of the SLT, safeguarding concerns would be logged in the usual way through C-POMs.

> Attending virtual meetings with staff, parents and pupils

  o Teachers should ensure that when working virtually, they dress as if they are attending school.

  o We would not recommend that teachers attended virtual meetings with parents from their own home or a public space, but used their classroom space instead.

If teachers are working in school teaching classes that are in session, they should liaise with the Intervention Teacher to ensure that contact is made with the absent children and work set in this way. The class teacher is to tell the Intervention teacher what work is most appropriate.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for the duration of their normal working hours.

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

Supporting class teachers with preparing the differentiated learning resources for the children that require and are to be led by their class teacher in what resources to prioritise.

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

> 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

2.4 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 through auditing parents and sampling on line learning resources

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

> Monitoring the feedback being given by the class teachers with a view to share good practice

2.5 Designated safeguarding lead

The DSL is responsible for ensuring that the safeguarding policy and those aspects of it relating to remote learning, online safety and staff conduct are adhered to.

2.6 Pupils and parents

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

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 – 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

2.7 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 class teacher in the first instance. If the concern is more generic, parents and carers are welcome to contact the Headteacher

4. Data protection

4.1 Accessing personal data

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

> Access the information from within school in a safe place (their classroom or office)

> Use a school based device, rather than a personal computer or handset.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as e-mail addresses 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 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 Safeguarding Policy for 2020 has been updated and has an added addendum relating to Covid-19. It can be found on the website.

6. Monitoring arrangements

This policy will be reviewed termly by the Headteacher as part of our continued review of our Covid -19 response.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy and coronavirus addendum to our child protection policy

> Data protection policy and privacy notices

> ICT and internet acceptable use policy

> Online safety policy