Our Lady and St John's Catholic Primary School
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Remote Learning

Policy Start Date	Policy Review Date	Frequency
Spring 2021	**Spring 2023**	**Two Years**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE)

We are aware that remote learning is where the student (s) and the educator are not physically present in a traditional classroom environment with information being relayed through technology.

We acknowledge that since March 2020 there has been great innovation in remote learning with a wide range of approaches being used enabling pupils to continue to learn and progress; and preventing any widening of the attainment gap for the disadvantaged.

We have the capacity to offer immediate remote learning to any class, group or small number of pupils who are unable to attend because of self-isolating or a local lock-down.

We have in place a contingency plan for remote education which:

- uses a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that is linked to the school's curriculum;
- gives access to high quality remote education resources;
- selects the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use;
- provides printed resources, if pupils do not have suitable online access;
- recognises that younger pupils and some pupils with SEND may not be able to access remote education without adult support so we will work with families to deliver a broad and ambitious curriculum;
- maintains an up-to-date record of which pupils and families do not have devices or internet access;
- considers how school technology resources could be used in future to support pupils without sufficient remote facilities by providing laptops and chargers to identified families;
- outlines technology training and refresher for school personnel

- ensures continued access to appropriate reading books and resources for early readers;
- helps parents/carers to support pupils in their early reading;
- maintains good communication with parents about the approach the school is taking

We have 'found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.' Factors such as:

- **ensuring pupils receive clear explanations**
- **supporting growth in confidence with new material through scaffolded practice**
- **application of new knowledge or skills**
- **enabling pupils to receive feedback on how to progress**

We use Google Classroom for our remote education provision. This allows teachers to host both live (Google Meets) and recorded explanations and lessons.

We work hard to maintain a normal school day and aspects of school life online as we believe it will be beneficial to pupils and support them in the management of their work and time.

We believe keeping active is a vital part of every child's education, as well being important for their mental and physical health. Online videos will be used to support active and healthy lifestyles, including materials from PSD and Joe Wicks.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To use remote learning as a way of delivering education and instruction to any class, group or small number of pupils who are not physically present in school.
- To teach a number of students remotely by using a virtual learning platform.
- To ensure compliance with all relevant legislation connected to this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide training for all teachers on how to use a single, interactive platform effectively in their teaching;
- ensure the safety and e-Safety of all members of the school community by creating a safe ICT learning environment.

- ensure a safe and secure username / password system is in place for all:

- ensure risk assessments are:

  - ☐ in place and cover all aspects of this policy;
  - ☐ accurate and suitable;
  - ☐ reviewed annually;
  - ☐ easily available for all school personnel

- inform parents on how we provide remote learning that is as close to in-school provision as possible by outlining:

  - ☐ what pupils will need to have at home;
  - ☐ what is expected of pupils;
  - ☐ what support is available to pupils if they need it;
  - ☐ how parents can help;
  - ☐ how online lessons are delivered;
  - ☐ why pupils are getting a similar amount of work to what they would have in school;
  - ☐ how pupils can stay active and healthy at home;
  - ☐ guidance to parents on how they can protect their child while online;

- Ensure parents are aware of:

  - ☐ the Safeguarding and Child Protection policy
  - ☐ safeguarding procedures in place;
  - ☐ all safeguarding policies;
  - ☐ their role in safeguarding and child protection

- ensure good practice is shared throughout the school;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:

  - ☐ monitoring learning and teaching through observing lessons
  - ☐ monitoring planning and assessment
  - ☐ speaking with pupils, school personnel, parents and governors

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Role of the Curriculum Leader

The Curriculum Leader will:

- provide awareness training for pupils on how to use the online learning platforms correctly for remote learning;
- Liaise with parents to ensure that the children engage with the remote learning.
- Check if parents can provide:
  - ☐ good internet provider and connection;
  - ☐ computer with good specifications;
  - ☐ quiet space for their child to work.

- ensure teachers provide lessons that are well prepared and organised and with clear instructions;
- ensure school IT equipment and the school internet connection is of a high standard and well maintained;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of Teachers when Teaching Online

When teaching online, teachers must:

- create a positive and safe online classroom environment where all pupil/students are respected and valued;
- look out for any signs of abuse and neglect;
- report their concerns of abuse and neglect;
- report all suspected safeguarding concerns and disclosures to the Online Designated Safeguarding Lead;
- ensure all communications with *pupils/students* and parents is on a professional level;
- teach all *pupils/students* to:

  - ☐ report any form of abuse or online bullying;
  - ☐ be vigilant against online radicalisation

- children are able to use the messenger system to communicate with teachers
- make learning fun and enjoyable;
- provide high quality lessons;
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- teach a planned and well-sequenced curriculum;
- provide frequent, clear explanations of new content;
- gauge how well pupils are progressing through the curriculum;
- plan a programme that is of equivalent length to the core teaching pupils would receive in school;

- monitor pupil engagement;
- log participation and motivation levels and feedback to parents, either individually or formally through regular reports;
- contact pupils or parents to explore ways to secure re-engagement;
- assess pupils' progress through quizzes or tests;
- give clear instructions as to what is expected in terms of behaviour such as:

  - ☐ how pupils/students may ask a question via messenger;

- regularly check to ensure pupils are following along;
- ensure content shared with pupils is appropriate, accessible and course related;
- ensure pupils:

  - ☐ behave in a respectful, considerate and kind manner when communicating online;
  - ☐ communicate in a courteous way to both teachers and fellow pupils;
  - ☐ display responsible behaviour;
  - ☐ treat others and their opinions with respect, cultural sensitivity and politeness;
  - ☐ listen and take direction;
  - ☐ participate actively in lessons and complete tasks to the best of their ability;
  - ☐ are critically aware of the materials/content they access online;
  - ☐ validate the accuracy of information;

Teachers Online Code of Conduct

Safeguarding - Teachers must:

- be fully aware of all online safeguarding policies and procedures;
- understand their role in online child protection procedures;
- be aware of the signs of abuse and neglect;
- report their concerns of abuse and neglect;
- report all suspected safeguarding concerns and disclosures to the Online Designated Safeguarding Lead;
- ensure all communications with pupils and parents will be on a professional level;
- ensure pupils/students understand and are aware of child protection procedures;
- reinforce online safety messages when teaching online;
- teach all pupils to:

  - ☐ be critically aware of the materials/content they access online and will show how to validate the accuracy of information;
  - ☐ report abuse or any form of online bullying;
  - ☐ be vigilant against online radicalisation;
  - ☐ acknowledge the source of information used and to respect copyright when using material accessed on the internet

- create a positive and safe online classroom environment where all pupils are respected and valued;
- not distribute recorded lessons to third parties;
- secure any sensitive data;

Online Etiquette - Teachers must:

- give clear instructions at the start of online lessons as to what is expected in terms of behaviour such as:
- regularly check each online lesson to ensure pupil are following along;
- allow pupils to make comments or ask questions via the messenger facility;
- ensure content shared with pupils is appropriate, accessible and course related;

Pupil Behaviour - Teachers must ensure:

- pupils behave in a respectful, considerate and kind manner when online;
- pupils listen and take direction;
- pupils/students participate in lessons and complete tasks to the best of their ability;
- provide encouragement to all pupils;
- pupils are located in an appropriate location

Privacy and Compliance - Teachers must:

- exercise confidentiality at all times;
- use social networking sites wisely and cautiously so that they do not jeopardise themselves, others or their place of work;
- be cautious when using social networking sites and must:

  - ☐ set their profile as private;
  - ☐ not allow access to pupils or parents/carers;
  - ☐ avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute

- not outside school hours make contact with pupils or parents/carers via telephone, text message, email or on social networking sites;
- not give their personal details such as mobile and home telephone numbers, home or email address;
- report any pupil/student who tries to contact them outside the school permitted channels

Role of Pupils

Pupils will:

- be trained in how to use the learning platforms for remote learning;
- be trained in how to use IT effectively;
- provide feedback on the effectiveness of remote learning;
- being aware of and comply with this policy;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand via the messenger;
- treating others, their work and equipment with respect;

Online Code of Conduct for Pupils

General Rules and Guidelines - Pupils must:

- always communicate by being supportive of their learning and the learning and wellbeing of others;
- follow the online school timetable as planned;
- be on time when handing in work;
- attend all lessons;
- inform their teacher by message if they are unable to attend;
- interact patiently and respectfully with their teacher and peers;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand via messenger;
- be responsive and participate fully in all lessons;
- treat others with respect;
- be supportive and constructive when offering feedback to others in collaborative group tasks;
- learn to take pride in their work;
- produce work to the best of their ability;
- complete all tasks and assignments on their own unless it is a collaborative group task;
- complete all self-study tasks on time;
- participate in discussions concerning progress and attainment;
- submit homework properly and completed on time;
- take part in questionnaires and surveys;
- maintain a positive online learning environment

Code for Safeguarding - Pupils must:

- adopt a safe and responsible use of the internet;
- understand the importance of adopting good online safety practice;
- report any form of abuse, misuse or access to inappropriate materials;
- report any form of online bullying;
- not post or upload anything offensive, abusive or illegal;
- not upload inappropriate messages, content, unauthorised advertising, promotional material or spam to the internet;
- be vigilant in monitoring the content of websites;
- recognise and avoid online safety risks;
- not share online their user name and passwords with anyone;
- only use approved email accounts;
- report receiving of any offensive emails;
- not divulge their or others personal details;
- seek permission from their parents/carers to send a formal email to an external organisation;
- report any unsuitable website or material found online;
- share any concern that they have about another pupil with their teacher or parent/carer;
- when undertaking research, report to their teacher or parent if they feel unsafe;
- share any concern that they have about their teacher with their parent/carer;
- report to their parent/carer or teacher if they have concerns about their welfare or safety;
- not record online interactions in any way;

Code for using Technology - Pupils must:

- only use on loan school IT equipment for school purposes;
- treat their IT equipment with good care and attention;
- be responsible for their behaviour when using technology

Privacy and Compliance - Pupils must:

- not share documents or resources that are exclusive to the school with outsiders;
- not take screen shots;
- not record any of the resources supplied by the teacher or the school;
- not share any lessons that have been prerecorded;

Role of Parents/Carers

Parents/carers will:

- provide for their child:
  - ☐ the appropriate IT equipment;
  - ☐ a quiet work area

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Text messages
- Email

Training

All school personnel:

- have equal chances of training, career development and promotion;
- receive training on induction which specifically covers:

- ☐ All aspects of this policy
- ☐ Equal opportunities
- ☐ Inclusion

- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:		**Date:**	**Spring 2021**
Chair of Governors		**Date:**	**Spring 2021**