Remote Learning Policy (Covid-19)

1. Context

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction – Explanatory Note

This document explains the purpose of the various provisions within the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction ('the Direction').

Overview

'The coronavirus (COVID-19) pandemic is an unprecedented challenge for our school system, and the traditional approach to delivering education. The impact of the pandemic has necessitated many pupils being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus. Schools have responded to this with a strong and proactive commitment to providing remote education, in challenging and uncertain circumstances.'

'The intention of this Direction is to provide legal certainty for all involved in the education sector, including parents, teachers and schools themselves. It makes clear that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19).'

'The Department for Education is providing further support for schools so that they are able to do so. The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020.'

The Direction was issued by the Secretary of State for Education on 30 September 2020 and will come into force on 22 October 2020.

2. Aims

This Remote Learning Policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who cannot be in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate expectations and guidelines for workload and data protection

3. Roles and responsibilities

St Mary's RC Primary School has outlined four tiers of remote learning which will require staff, pupils and parents to adopt different approaches for each situation, should they arise. A definition of each Tier is given below.

Tier 1	**Tier 2**	**Tier 3 ***	**Tier 4 ***
Individuals self-isolating or waiting for test result – up to 14 days.	Individuals shielding for a length of time.	Full class / bubble closure	Whole school closed/ Local/ National Lockdown

***All remote learning at tiers 3 and 4 will take place using Google Classroom.**

The Headteacher and Deputy Headteacher will ensure that the Remote Learning Policy is implemented fully and reviewed in a timely fashion. The Headteacher and Assistant Head/Inclusion Manager will take overall responsibility for the welfare and safety of pupils through their Designated Safeguarding Lead and Deputy Lead roles.

3.1 Teachers:

General Guidelines

St Mary's RC Primary School is an outstanding school and aims to deliver a rich and exciting, broad and balanced curriculum through high quality teaching. The Government has now made remote learning a legal duty of schools and, with this in mind, we aim to continue to provide this same high quality learning through any periods of future lockdown when the whole school closed, there is a class 'bubble' closure or individual children are required to self-isolate or shield.

Each of the Tiers 1-4 outlined above (and in more detail below) have different requirements of the class teacher and their interactions and support will vary. In Tier 1 and 2 class teachers are required to carry out their full time teaching responsibilities, as well as support pupils with remote learning. Senior Leaders will be mindful and supportive of teachers' work load, reducing the requirement for feedback in Tier 1 and Tier 2 to the minimum. In Tier 3 and 4 the class teacher will be required to use the Google Classroom facility to conduct at least three short introductory/feedback sessions for each of the three pieces of work set each day during the period the children are learning remotely from home during a class 'bubble' or whole school closure. These sessions should be of a suitable length depending on the age and ability of the children (but not longer than one hour) and might be as a class group or in smaller groups as the teacher considers appropriate.

All remote learning must take place in line with the requirements set out in the school's Online Safety, Child Protection/ Safeguarding, Acceptable Use and Staff Code of Conduct Policies.

The school will do its upmost to support staff in delivering effective remote learning opportunities to pupils and will engage proactively with each staff member and recognise the individual circumstances of staff members to ensure they have the right support and approach that enables them to effectively deliver remote (home) learning.

Staff will recognise that every pupil and their family situation is unique, as is their access to online resources either due to lack of hardware or lack of internet access.

The school will expect teaching staff to consider:

- **Making it manageable:** not overwhelming parents with lots of activities, pages of tasks or things to print. Ask them to do what they can.
- **Remembering**: parents are not teachers; so not to necessarily set the same activities pupils would be expected to complete in school – as in most cases they will not have the same level of professional adult support.
- **Adapting your usual timetable and curriculum:** but keep some routines to help structure the day at home, so that parents know what to expect. (e.g. suggesting that pupils do English and Maths activities in the morning and creative activities in the afternoon). Teachers must create a simple timetable for the week so that parents and pupils know what to expect. This should be accessible on the Class Page before the start of the week/day of isolation.
- **Setting work that pupils can do independently, with materials they are likely to have at home:** try to set some activities that are not dependent on technology, in case pupils do not have access to devices or the internet, and to vary the activities so that all pupils do not spend too much time looking at a screen.
- **Flexibility:** making it clear to parents that work and timetables are "suggested" and that pupils will not be *'in trouble'* if work is not completed, or handed in on time, although all pupils should be encouraged to take part in all online lessons and to complete work set.
- **Your class's context and their needs:** if you know there are many pupils with siblings who need to access online resources this can be unmanageable. Please consider work that does not always rely on use of a computer or the internet and liaise with colleagues teaching the siblings in other classes.

Specific requirements of each Tier for Parents and Teachers.

Parents should always contact the office by telephone or via email (office1@st-marys.lambeth.sch.uk directly they know their child should not be coming into school because of Covid 19 infection either because they are shielding, are being tested or have the virus. The office will arrange a time for the parent to have a discussion with the class teacher about home learning either on the telephone or via Google Classroom. It is important that pupils do not come into school and should only complete home learning tasks or return home learning work if they are well enough to do so.

Tier 1

Parents are asked to note the information and follow the elements outlined below.

Tier 1 – Individual pupils/ siblings who are self-isolating or waiting for test results – up to 14 days.
Parents should contact the school/ class teacher via the office on the telephone or via email (office1@st-marys.lambeth.sch.uk) . The office will arrange for a discussion with the class teacher about the curriculum areas being covered in the short term and on the work/ tasks to be completed each day the child is at home. Parents are also asked to read the class termly Curriculum Summary on the Class Page on the website – which outlines which areas of the curriculum are being covered for each term. For supplementary teaching material parents can also use the following: • Lexia • Mathletics • Times Tables Rock Stars • Oak Academy – for English and all other subjects – see link https://classroom.thenational.academy • White Rose Maths – for Maths https://whiterosemaths.com/homelearning/ • BBC Bitesize https://www.bbc.co.uk/bitesize • A range of other Home Learning activities which the teacher will provide. Please note: • The class teacher will be teaching their class in school as well as providing any individual children with home learning work. •Depending on the length of time a pupil / pupils is/are expected to be away from school work will be provided either through printed tasks in class books or remotely on Google Classroom. •For the first week, work may be provided through printed tasks in class books only but for longer periods work may be provided remotely via Google Classroom and/or through printed tasks in class books. The teacher will advise the parent. •Specific feedback to the child/parent will not be provided if self-isolation lasts less than a week. If self-isolation lasts for more than a week and up to two weeks (fourteen days) specific feedback will be given on two occasions.

Tier 2

Parents are asked to note the information and follow the elements outlined below.

Tier 2 – Individuals/ siblings shielding for a length of time
Parents should contact the school/ class teacher via the office telephone or email (office1@st-marys.lambeth.sch.uk) in the first instance. The office will arrange a telephone/ Google Classroom meeting with the class teacher. The class teacher will discuss home learning with the parent and create an outline plan which may consist of any, or all, of the following: • Lexia • Mathletics • Times Tables Rock Stars • Oak Academy – for English and all other subjects – see link https://classroom.thenational.academy • White Rose Maths – for Maths https://whiterosemaths.com/homelearning/ • BBC Bitesize https://www.bbc.co.uk/bitesize • A range of other Home Learning activities which the teacher will provide. Please note: • Children are not expected to do the work set or undertake home learning if they are not feeling well enough to do so. •The class teacher will be teaching the class in school all day as well as providing the individual child with home learning work at home every day. •For the first week, work may be provided through printed tasks in class books only but for longer periods work may be provided remotely via Google Classroom and/or through printed tasks in class books. The teacher will advise the parent. •The teacher will speak directly to the pupil on two occasions each week to give verbal feedback regarding his/her learning – via either telephone or Google Classroom. The teacher will liaise with the parent to arrange this. The Inclusion Manager /SENCO will contact the parent once each week.

Tiers 3 and 4

Parents are asked to note the information and follow the elements outlined below

In both Tier 3 and 4 class teachers will provide a weekly timetable/ overview of the activities that are being set for the children for following week. This information will be provided before 8:30am on the day home learning begins. This timetable gives parents an overview of each day's home learning and what to expect. The outline below provides more information about Tier 3 and Tier 4 Home Learning

Tier 3 – Full Class Closure/Bubble Closure	Tier 4 – Local Lockdown – Whole School Closed
In the event of whole class self-isolation, the following will be provided during the closure either by the class teacher or cover (SLT) if they are unwell The class teacher should: • Take the register at the beginning of the day and during each session and send to the SBM and office staff by the end of the school day • Contact the parents of each absent child via the school office who will arrange contact via the school office email or school telephone. • Set three daily tasks. (One English, one Maths and one other task selected from the curriculum, including RE) • Provide a total of three live sessions per day via Google classroom and include an introduction/ explanation for each daily task set and some feedback. Each Google class room session should be no longer than an hour and should bear in mind that others in the household may need to use the device/internet. • After the lesson introduction, direct pupils to begin their independent work at varying times, according to their ability and understanding • Decide whether to divide their class into groups or not • Ensure sessions include some general feedback on the previous session and an introduction to the next. • Expect pupils to submit work to the teacher and individual feedback will be provided by the teacher on one piece of written work per child per day • Ask the children to self mark Maths and English work as appropriate • Instruct children to use Lexia and Mathletics when they want to or for additional practice. • Explain when White Rose Maths, the Oak Academy and BBC Bitesize may be used when appropriate. • The Inclusion Manager/ SENCO will telephone SEND pupils and those who are deemed vulnerable each week • Additional calls from SLT may also be made.	In the event of a whole school closure the following will be provided by the class teacher – unless they are unwell. SLT will arrange cover in this instance. The class teacher should: • Take the register at the beginning of each day and during each session and send it to the SBM and office staff by the end of the school day. • Contact the parents of each absent child via the school office who will arrange to contact via the school email or school telephone. • Set three daily tasks. (One English, one Maths and one other task selected from the curriculum, including RE) • Provide a total of three live sessions per day via Google classroom and include an introduction/ explanation for each daily task set and some feedback. Each Google class room session should be no longer than an hour and should bear in mind that others in the household may need to use the device/internet. • Direct pupils, after the introduction/explanation, to begin their independent work. This may be at varying times, according to their ability and understanding • Decide whether to divide their class into groups or not. • Include some general feedback to the previous class session/group session and an introduction to the next whole class session/group session. • Expect pupils to submit work to the teacher and individual feedback will be provided by the teacher on one piece of written work per child per day • Ask the children to self - mark Maths and English work as appropriate • Instruct children to use Lexia and Mathletics when they want to or for additional practice. • Explain when White Rose Maths, the Oak Academy and BBC Bitesize may also be used if appropriate. • The Inclusion Manager/ SENCO will telephone SEND pupils and those who are deemed vulnerable each week • Additional calls from SLT may also be made.

When providing remote learning to their class, teachers must be available between 8:45 and 3:45 and during this time morning, afternoon and lunch time breaks and PPA time will be taken. Where teachers are providing home learning for individual pupils and they are also teaching their class during the school day. For pupils, the school day will run from 9:00 am until 3:30pm although pupils may start/ finish earlier depending on when they complete tasks set. Breaks can be taken according to the parents' requirements.

If teachers are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure as early as possible. Teachers should provide all relevant planning/ links for virtual/remote learning to the Headteacher as soon as possible.

When providing remote learning, teachers are expected to:

- Ensure that all Online Safety, Child Protection and Staff Conduct/ Handbook Policies are followed throughout all interactions with pupils and record any concerns immediately using the electronic safeguarding tool, reporting concerns to the DSL or deputy DSL.
- Remain vigilant to the safety and welfare of all pupils when they are receiving remote learning either as part of a class or individually and inform DSL of any concerns in line with normal procedures.
- Set work in line with the requirements outlined in the Tier Tables above, focusing on:
    - Providing pupils with a timetable or outline of the day setting three activities – with tasks focused on: English (reading, phonics, writing) and Maths followed by an additional subject activity task, including RE
    - Utilise pre-existing resources as appropriate, such as – Lexia, Mathletics, White Rose Maths, Oak Academy, BBC Bitesize and provide a mixture of online and offline activities recognising that not all pupils will have unlimited access to online facilities.
- Co-ordinate with other teachers and subject co-ordinators including those teaching in school, if applicable, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Provide feedback to the pupils on one piece of written work (each day) that is received – all work and feedback should be submitted to the class teacher or provided by the teacher through Google Classroom.
- Keep in touch with pupils, who are not in school, and their parents by:
    - Taking a register for Google Classroom lessons in Tier 3 and 4 scenarios, sending it to the SBM and office staff
    - If a pupil is not present on Google Classroom lesson, contact should be made with the parent through Google Classroom, or via the office by the school telephone or school email
    - Contact and response to parents should only be made within working hours – staff are not expected to answer or make contact outside working hours 8:45-3:45pm – Monday – Friday.
- Concerns regarding pupil behaviour should be shared with the SLT
- When attending virtual meetings with staff, parents and pupils:
    - Dress code –should be professional and in line with the Staff Handbook
    - Locations – bedrooms should not be used and other members of the household should not be present. Although the leadership realise that for teachers with young children this may not always be possible all of the time. A neutral backdrop should be used if possible, or the background blurred

3.2 Teaching assistants

Teaching assistants should be available between 9:00am and 3:30pm and will be required to assist with remote learning at specified times as the teacher requires.

If teaching assistant are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

Where appropriate teaching assistants should assist with remote learning in a Tier 3 or Tier 4 remote learning and are responsible for:

- Keeping in touch with the teacher in order to understand their role and involvement for the day/week ahead.
- Attending Google Classroom meetings with pupils as an introduction to the learning and observing pupils present and which pupils are absent. The teachers can ask the Teaching Assistant to prioritise any other tasks as appropriate, bearing in mind their skills, training and access to appropriate hardware and software.
- At the teacher's discretion, attending virtual meetings with teachers, parents and pupils in line with the requirement above.

Teaching assistants may also be asked to assist in the production of hard copies and resources for remote learning and/or supporting other classes or in an administrative capacity, or any other reasonable redeployment. If they are unable to work remotely either from home or in school, teaching assistants will be asked to identify their needs in terms of devices and internet connection so that these can be resolved where reasonably possible.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum needs 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 across phase groups
- Monitoring the remote work set by teachers in their subject – by reviewing work set and through input in regular meetings
- Alerting teachers to resources they can use to teach their subject remotely

3.4 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:
- Regular feedback meetings with parents/pupils and regular staff meetings with teachers and subject leaders.
    - Analysis of planning and inputs that are given to pupils on Google Classroom.
    - Monitoring the security of remote learning systems, including data protection / safeguarding considerations.
    - Ensuring pupils with SEND have appropriate support during this time
    - Informing the governors why specified staff are not able to work remotely from home or at school and request the resources to resolve the issues raised.
    - Keeping the governors /FGB informed about the delivery of remote learning through reports by the HT to the COG / Curriculum and Achievement Committee
    - Responding to the requests from the Link Governor for the Curriculum and Link Governor for Safeguarding for a virtual meeting, telephone discussions or email exchanges to inform their reports to the governors

3.5 Designated safeguarding lead

The DSL is responsible for all elements outlined in the Child Protection/Safeguarding Policy to ensure that the welfare of all pupils is paramount at all times.

This will include:

- Ensuring staff are up to date with any relevant updates/training.
- Ensuring staff are utilising CPOMS and responding to concerns regarding children's safety and welfare.
- Following up and analysing attendance of pupils – investigating non-attendance at meetings.
- Ensuring staff are able to make contact with parents/pupils in a safe fashion.
- Ensuing staff follow the AUP and Online Safety Policy.
- Liaising with external support providers – Social Services and Early Help
- Meeting virtually with Deputy DSLs to discuss concerns and cases open to external services.
- Keeping the COG /FGB and informed as appropriate via reports by the HT to the Safeguarding and Equalities Committee
- Responding to requests from the Link Governor for Safeguarding for a virtual meeting, telephone discussions or email exchanges to inform their reports to the governors
- Informing the COG / FGB if additional resources are needed to maintain the safety and wellbeing of pupils and staff.

3.6 IT technical staff

IT technical staff are responsible for:

- Resolving issues with systems used to set and collect work by staff as soon as possible and within 72 hours.
- Helping staff and parents with any technical issues they are experiencing during delivery or return of home learning materials within 72 hours.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer immediately.
- Assisting pupils and parents with accessing the internet or devices as requested by the HT/SBM/ Computer Subject Lead
- Installing antivirus and anti-spyware software before devices are lent to pupils or staff
- Keeping operating systems up to date at all times by installing the latest updates in a timely fashion
- Ensuring all the computers, devices, laptops and chargers that are held by the school are fully functioning and support is available on request during school hours.

3.7 Pupils and parents

Staff can expect **pupils** learning remotely to:

- Be contactable during the school day
- Engage with and complete work to the deadline set by teachers
- Behave well at all times, abiding by the school and class rules
- Dress appropriately
- Begin each lesson with microphone switched off
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Staff can expect **parents** with children learning remotely to:

- Make the school office aware if their child is sick or otherwise cannot complete work via the office email office1@st-marys.lambeth.sch.uk or telephoning the school office between 8:45am and 3:45pm
- Seek help or technical assistance from the school if they need it by emailing the teacher through office1@st-marys.lambeth.sch.uk or telephoning the school office between 8:45am and 3:45pm
- Support their child to access the tasks set or engage with Google Classroom lessons.
- Support their child with their learning as appropriate
- Send children's work remotely via Google Classroom to their teacher within the timeslot that has been given.
- Contact staff within working hours – 8:45am to 3:45pm via the office email or telephone and arrange for a virtual/telephone discussion.

3.8 Governing body

The Governing Body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of a high quality via reports from the Headteacher presented at the meetings of the Curriculum and Achievement committee and FGB.
- Monitoring feedback from staff via reports from the Link Governor for Safeguarding and taking action when appropriate to ensure that staff are confident that remote learning systems are appropriately secure, for both data protection and safeguarding reasons Responding to reports from the HT / Link governor for Safeguarding about the mental health and well-being needs of staff delivering home learning and staff workloads.
- Responding to requests, in a timely way, via the COG and the Chair of Finance and Premises Committee for the funding of devices/ hardware and resource materials required to deliver remote learning by staff or access remote learning by children at home.

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 or SENCO.
- Concerns about attendance on Google Classroom – inform the SBM and the HT (send daily register to SBM/office staff)
- Issues with behaviour – talk to a member of the SLT.
- Issues with IT – talk to IT staff or Computing Subject Leader
- Issues with their own workload or wellbeing – talk to their line manager or SLT
- Concerns about data protection – talk to the SBM or HT
- Concerns about safeguarding – talk to the DSL or the deputy DSL, in her absence.

5. Data protection

5.1 Accessing personal data

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

- Liaise with the School Business Manager to send appropriate messages to parents regarding aspects of remote learning that cannot be communicated through the Class Page or Google Classroom facility.
- Use school supplied devices at all times, unless there is a malfunction. In this case, staff should contact the Headteacher to inform her and contact IT for malfunction to be resolved within 72 hours.
- Use school software and online facilities only.

5.2 Processing personal data

Staff members may need to collect and/or share personal data from parents such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online and to erase or discard ~~of~~ any item of personal data securely. Staff should not share their personal data with parents or children at any time or for any reason.

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 up to one minute if living in a shared house or with their family members
- Not sharing the device among family or friends at any time

6. Safeguarding

Staff should adhere to the full requirements of the Safeguarding, AUI, Staff handbook and Staff Conduct Policies.

Staff should remain vigilant during periods of remote learning in the following ways:

- Pupils in Tier 1 – Admin/office staff will carry out first day calling to see how the pupils and family are on a regular basis. The teacher will speak to the parent /child on two occasions if the child is absent for longer than a week via contact arranged with the parent by and via the Office
- Pupils in Tier 2 – The teacher will liaise with the parent via the office and ask to speak to the child/see child twice a week via Google Classroom if they cannot attend home learning sessions because they are ill.
- Pupils in Tier 3 – The teacher or teaching assistant will take a register of all those attending Google Classroom meetings. Those absent will receive a 'check in' call from a member of the office staff or the office staff will arrange for contact between the class teacher and the parents.
- Pupils in Tier 4 – The teacher will contact the parents via the office regarding pupils who do not attend the Google Classroom sessions.
- Where pupils do not have access to remote learning, the teacher will request access is facilitated in a timely way via the office and undertake a weekly 'check in' with the parent and pupil.
- SENCO/SLT will carry out additional check ins with SEND and vulnerable pupils and families.

7. Hard Copies/ Printed Work

Parents will be able to request hard copies of remote learning tasks in the event that they are unable to access the school's provision for online remote learning and a device cannot be supplied by the school because of financial constraints on the school budget required by governors. A request for hard copies will need to be made by emailing the class teacher on office1@st-marys.lambeth.sch.uk. The teacher will then speak to the SBM or the SLT who will coordinate providing hard copies for those parents who request them and will facilitate their delivery/collection.

Due to the time it takes to produce hard copies, a record will be made of those parents who do not collect the work set. If work is not collected for two successive weeks, a member of the SLT will contact the parent to support them moving forward with a resolution. If work continues not to be collected it will no longer be offered.

8. Monitoring arrangements

This policy will be reviewed within the first month of a Tier 4 Remote Learning lockdown, or within the first three months by the SLT. The policy will be included in the FGB's Policy Review schedule and reviewed by the COG immediately after each substantive change made by the SLT / at least annually if no substantive change is made in the proceeding 12 month period.

9. Links with other policies

This policy is linked to our:

- Behaviour and Anti-Bullying Policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy