Remote Learning Policy

Date approved: October 2020

We try to follow Jesus by loving each other

and caring for God's world.

Head Teacher: Rachel Swindell

Our School Mission Statement

*We try to follow Jesus by loving each other
and caring for God's world.*

Our School Aims are:

- To help the children develop their spiritual, moral, social and cultural understanding and to achieve good standards in personal relationships.

- To encourage a deeper knowledge and understanding of the Catholic faith and the ways in which it and other religious traditions seek to express the significance of human life.

- To achieve the highest possible standards in relation to the pupils' age and ability.

- To provide the children with teaching of high quality and a curriculum which meets their needs and the requirements of the national curriculum.

- To plan realistically and use the schools resources efficiently to ensure good value for money from the available funds.

Our Catholic MAT (CMAT) ~ St John the Baptist Catholic Multi Academy Trust
The Catholic Schools of Norfolk and North Suffolk work together as part of the St John the Baptist Catholic Multi-Academy Trust. St Augustine's has taken its place alongside St Francis of Assisi – Norwich, St Mary and St Peter – Gt. Yarmouth, St Mary's – Lowestoft, St Edmund's – Bungay, St Benet's – Beccles, St. Martha's – Kings Lynn, Sacred Heart – Peterborough, St. Thomas More - Peterborough and Notre Dame High School – Norwich in the CMAT.

CMAT Mission Statement:
Our family of schools is united in the belief that God's love, peace, truth, and joy is for all. We are dedicated to the achievement of excellence in all we do.   We cherish the uniqueness of each of our school communities and celebrate together as one Trust family. By following Jesus' example we bear witness to the greatness of God.

CMAT Values:
Our distinctive ethos is founded on the Gospel values of faithfulness, humility, truth, forgiveness, tolerance, dignity, service and respect.
Working within this framework, we:
1. **Lead by example:** respect others as you would wish them to respect you
2. **Strive for excellence:** give your best efforts to achieve the best you can
3. **Ensure education for all:** with a particular duty of care for the disadvantaged
4. **Uphold commitment to the Common Good:** nurturing a community of mutual support to benefit all
5. **Serve through partnerships:** reaching out to other schools to explore new approaches, develop best practice, and provide support.

CMAT Motto: *'To think, to feel, to do'* Pope Francis

St. Augustine's Catholic Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Contents

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

Policy lead: Rachel Swindell – Head Teacher

This policy was developed with input from the Senior Leadership Team (SLT) and class teachers.
The policy will be implemented by class teachers under the guidance and monitoring of Phase Leaders.
Additional support and the monitoring of vulnerable families will be carried out by the Inclusion Lead.

Phase Leaders:
Nursery EYFS Lead – Octavia Smith
Reception EYFS Lead – Sarah Kirby
KS1 Lead – Amy Casey
LKS2 Lead – Andy Long
UKS2 Lead – Philip Dodson

Inclusion Lead – Gill Harrowven

2.1 Teachers
When providing remote learning, teachers must be available between 9:00am and 3:30pm.
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, by texting the Head Teacher (between 6:30am – 4:00pm).

When providing remote learning, teachers are responsible for:
➢ Setting work, including:
  ▪ Planning activities for the main phase that they teach, including a suggested weekly timetable.
  ▪ Planning activities for the subject areas that they have been designated by their Phase Lead.
  ▪ Make the activities available each week, by 9:00am on Monday, using the agreed phase online platform.
  ▪ Ensure paper copies are available by request by 9:00am on Monday.
  ▪ Coordinate with their co-phase teachers to ensure there is a balance of subject activities covering the national curriculum, including online, offline, written and practical exercises.
➢ Provide feedback on work, including:
  ▪ Answering queries about activities by email or using their phase online platform.
  ▪ Coordinating which activities are expected to be uploaded onto the online platform for individual feedback.
  ▪ Share deadlines for activities that require feedback.
  ▪ Follow the agreed phase feedback guidelines for remote learning.

- Keep in touch with pupils who aren't in school and their parents, including:
  - Praise successful and regular engagement with remote learning.
  - Engage with and monitor whole class online chat using the agreed phase platform.
  - Monitor pupil engagement with remote learning to identify those that are not engaging and report any concerns to the Head Teacher and Inclusion Lead.
  - Make contact with families that are not engaging with remote learning, either by email, phone, text or video chat, to offer assistance.
  - Refer complaints that are beyond teacher remote learning expectations to the Head Teacher.
  - Report any safeguarding concerns using CPOMS, the online record of concern system.
- Attend virtual meetings with staff, parents and pupils, including:
  - Keeping in touch conversations offering support and feedback.
  - SEND meetings, that may include other outside agencies.
  - Maintain a professional manner in virtual meetings by dressing appropriately and conducting the meeting at an appropriate location and time (between 9:00am and 5:00pm).

If teachers are working in school, their availability should be shared with their class families and alternative contact details shared for emergency support.

2.2 Teaching assistants
When assisting with remote learning, teaching assistants must be available between 9:00am and 3:00pm. 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, by texting the Head Teacher (between 6:30am – 4:00pm).

When assisting with remote learning, teaching assistants are responsible for:
- Supporting class teachers with any differentiated interventions that can support any SEND pupils they usually work with.
- Supporting class teacher by collating any requested paper copies of work to be delivered.
- Attending virtual meetings that may support pupils and families that they usually work closely with.

The majority of teaching assistants will be expected to work in school, if it is safe to do so.

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 regular meetings with teachers and subject leaders, and reviewing work set and feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding leads
The DSLs are responsible for:
- Monitoring and responding to any records of concern reported on CPOMs or by paper.
- Working with relevant local authority outside agencies to support vulnerable children.
- Ensuring that the Safeguarding Policy is adhered to and put into practise.

2.6 Computing lead & MAT IT support staff

The Computing lead & MAT IT support staff are responsible for:
➢ Fixing issues with systems used to set and collect work.
➢ Helping staff and parents 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.
➢ Assisting pupils and parents with accessing the internet or devices.

2.7 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.

2.8 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 following individuals:
➢ Issues in setting work – talk to the relevant subject lead or Inclusion Lead
➢ Issues with behaviour – talk to the relevant head of phase or Head Teacher
➢ Issues with IT – talk to Computing lead or MAT IT support staff
➢ Issues with their own workload or wellbeing – talk to their line manager
➢ Concerns about data protection – talk to the Head Teacher
➢ Concerns about safeguarding – talk to DSLs

Head Teacher / DSL	Rachel Swindell head@st-augustines.norfolk.sch.uk	Religious Education	Emma Court ecourt3xrv@nsix.org.uk
Assistant Head / DSL / KS1 Lead / English Lead	Amy Casey acasey24ry@nsix.org.uk	Computing	Zac Sowter zsowter73rd@nsix.org.uk
SLT / Inclusion Lead / DSL	Gill Harrowven senco@st-augustines.norfolk.sch.uk	History	Maria Kelly mkelly2lrx@nsix.org.uk
SLT / KS2 Lead / Science Lead	Philip Dodson pdodson2nrd@nsix.org.uk	Geography	Tina Mortimer tmortimer7lrl@nsix.org.uk
SLT / LKS2 Lead / Maths Lead	Andy Long along6nrp@nsix.org.uk	Music	Niamh Costello ncostello7pr4@nsix.org.uk
EYFS Reception Lead / Art & Design Lead	Sarah Kirby skirby6frn@nsix.org.uk	Physical Education	Tim Beard tbeard4jrs@nsix.org.uk
EYFS Nursery Lead / P4C Lead	Octavia Smith osmith2yrr@nsix.org.uk	PSHE	Maura Williams mwilliams7nr5@nsix.org.uk

4. Remote learning expectations

4.1 When developing learning plans, teachers should:

- ➢ Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
- ➢ Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- ➢ Give access to high quality remote education resources.
- ➢ Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- ➢ Select 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.
- ➢ Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- ➢ Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- ➢ Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.
- ➢ Consider expectations in **relation to the pupils' age, stage of development or special educational needs**, for example where this would place significant demands on parents' help or support.

4.2 When teachers set learning activities:

- ➢ Activities should be planned to last around 30 minutes (20 minutes minimum or longer depending on interest and ability).
- ➢ Activities should be planned to encourage self-led learning, are open ended and can be extended by a child's interest.
- ➢ Activities should be designed with simple clear instructions, so that they can be completed independently by the majority of children. Adaptations are created for SEND children.
- ➢ Activities should be designed to include a variety of learning styles, e.g. speaking and listening, writing, physical, practical and online.

Do
- ✓ Be consistent within your phase
- ✓ Keep instructions simple
- ✓ Provide a weekly remote learning sheet (preferably one side of A4)
- ✓ Try to include an element of each subject from the national curriculum each week
- ✓ Include a variety of tasks, including; speaking and listening, written, active, practical, online.
- ✓ Be aware that some parents may have no/limited internet or electronic devices.
- ✓ Be aware that some parents may need the school to print out activities for them.
- ✓ Encourage self-led activities that promote individual challenge
- ✓ Plan activities that the whole class can engage with
- ✓ Suggest a timetable, including timings
- ✓ Provide copies of all home learning information so that it can be added to the school website, as well as an email reminder

Don't
- ✗ Give long lists of wordy instructions.
- ✗ Plan activities that are too long, unless they can be broken down or are meant to run over a few days.
- ✗ Give too many websites
- ✗ Plan activities that only a few children will be able to do independently

4.3 Online resources:
- ▪ Tapestry (Reception & Nursery)
- ▪ Google Classroom (KS1, KS2)
- ▪ Google Drive (Staff)
- ▪ Times Tables Rock Stars (KS1 & KS2)
- ▪ White Rose Maths (KS1 & KS2)
- ▪ Jigsaw (Staff and families)
- ▪ Zoom (Staff and families)
- ▪ CPOMs (staff)

5.   Data protection

5.1 Accessing personal data
When accessing personal data for remote learning purposes, all staff members will:
➢ Use Pupil Asset.
➢ Not carry any paper copies of personal data, e.g. class list with emails/phone numbers on.
➢ Will not download photos of children onto their own personal devices.

5.2 Processing personal data
Staff members may need to collect and/or share personal data such as email addresses, usernames, home addresses and phone numbers 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.

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
See 2020 Safeguarding Policy – click here

7.   Monitoring arrangements
This policy will be reviewed by the Head Teacher each term. At every review, it will be approved by the Local Governing Body.

8.   Links with other policies
This policy is linked to our:
➢ Behaviour policy
➢ Safeguarding policy, including Child protection and coronavirus addendum
➢ Data protection policy and privacy notices
➢ ICT and internet acceptable use policy