St Hugh of Lincoln Catholic Primary School

September 2022

Title:	Remote Learning Policy
Policy Agreed:	30/9/22
Policy Review:	30/9/23

This policy should be read as an addendum to:

- Acceptable Use of Technology Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy
- Behaviour Management Policy
- Code of Conduct for Staff
- Data Protection Policy
- Freedom of Information Policy
- SEND Policy

Introduction

Please note that much of the home learning provision detailed in this policy was operational for a large number of pupils during the Global Pandemic. However, where children need to receive remote learning this provision will still be made available and adapted to suit the needs of the pupils at the time.

Aim

The aim of the policy is to:-

- Outline how we provide consistent learning provision for those children learning from home.
- Outline expectations of our staff, parents and learners with regard to children who are learning from home.
- Outline any additional logistical or compliance related preparations including those related to GDPR, Safeguarding and HSE.

Objectives of Home Learning

- To ensure teaching and learning continues as close as possible to normal when children and/or staff are not at school.
- To ensure the learning experiences of those who are unable to attend school is as close to the experience of those attending school as possible.
- To provide a curriculum that fits closely with pre and post COVID sequences of learning used across the school.
- To provide easy access to the remote learning education resources using Microsoft Teams.
- To minimise the need for printing resources and allow for online completion of learning where possible.
- To recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and make appropriate provisions where practicable.

Responsibilities

Senior Leaders will:

Alongside any teaching duties senior leaders will:

1. Co-ordinate online learning approach ensuring consistency.
2. Regularly review online learning provision, working with teachers and parental feedback to identify potential developments and enhancements.
3. Monitor the security and usage of online systems including data protection and safeguarding concerns.
4. Monitor well-being of staff, offering support and intervention as required.
5. Monitor national and local guidance and review policies and practices as appropriate.
6. Address and respond to feedback about whole school approach to remote learning.
7. Identify and approve additional resources in consultation with teachers.

SENCO will:

Alongside any teaching duties SENCO will:

1. Provide and regularly review risk assessments for any EHCP or vulnerable children.
2. Allocate 'keep-in-touch' phone calls for vulnerable children.
3. Allocate ELSA recorded slides to children requiring emotion support.
4. Allocate Speech and Language recorded slides to those who were receiving in-school support.
5. Ensure continuation of annual reviews and applications for EHCPs.
6. Working with external agencies to supply virtual support to children who are vulnerable or have additional needs.

DSL will:

1. Work with the SENCO in the support of vulnerable children.
2. Remain contactable within core school hours for new referrals and communication with parents.
3. Carry out usual duties and responsibilities for safeguarding.
4. Record any information or disclosures using CPOMS.

Teachers will:

1. Set work and provide feedback:
   a. Plan or source a programme of work of equivalent educational value and content to the teaching pupils will be receiving in school. Where external providers are used, staff will actively ensure content is matched up as closely as practicable.
   b. Ensure work set is challenging, and provide resources, where appropriate, to support less experienced learners with a particular area of learning.
   c. Communicate learning in a timely manner using Microsoft Teams – this will normally be by 8pm the preceding evening.
   d. Ensure sequencing of learning remains closely matched to the pre-COVID sequences of learning to minimise gaps in learning, and ensure smooth transition post-COVID.
   e. Work with colleagues to ensure that content is delivered consistently across the school.
   f. Plan or source contingency learning in the event of their own prolonged absence.
   g. Provide feedback as detailed below.

Subject	Remote Learning Provision	Delivery Mechanism	Feedback Mechanism
Maths	Power Maths	• Power Maths Work Books. • Powerpoint slides with voiceovers by teachers or White Rose Videos with voiceovers by White Rose Experts.	• Answer sheets uploaded onto Microsoft Teams • Keep Up, Catch Up live session every PM.
English, RE, History, Geography, Art, PSHE, Latin (KS2).	St Hugh of Lincoln Curriculum	• Narrated Video presentations • Additional resources	• Answers given where appropriate. • 1x English writing feedback via Teams. • 1x RE written work feedback via Teams. • Informal feedback given via 'Live' sessions.
Science	Science Bug	• Powerpoint slides with voiceovers by teachers Additional resources and activities provided by class teacher	• Informal feedback given via 'Live' sessions.
Computing	Teach Computing Curriculum	• Narrated video presentation • App-based activity.	• Website gives feedback. • Informal feedback given via 'Live' sessions.

2. Maintain contact with pupils (and their parents) working at home:
   a. Carry out two daily 'whole-class live' sessions with children working from home.
   b. Make telephone contact with the parents of children who regularly miss live sessions or are not completing and submitting work in line with communicated expectations.
   c. Make additional contact with children assigned by SENCO as vulnerable or high-need.
   d. Respond to parental/carer email enquiries within 8 working hours by communicating via the office.
   e. Make appropriate records of conversation with parents, where appropriate:
      i. Conversations with parents should be recorded using Microsoft Teams.
      ii. Any causes for concern arising from conversations with parents should be logged on CPOMS.
   f. Be familiar with and uphold the values of the school's 'Acceptable Use of IT' and 'Online Learning' policies; promote the Acceptable Use of Technology with parent and learners.
3. Monitor use of online learning platforms for engagement and safe-use.
4. Work from home where appropriate, attending the school building only with the permission of the SLT.
5. Be contactable (by other members of staff) within the core working hours of 8.15 and 3.30pm on their contracted days of working.
6. Attend virtual staff meetings when held within their normal working hours.
7. Continue to maintain high standards as set out in the Teacher Standards and Staff Code of Conduct.

Learning Support Assistants will:

1. Attend school as rostered to support key worker children.
2. Make additional contact with vulnerable or 'additional-need' children as directed by SENCO.
3. Be familiar with and uphold the values of the school's 'Acceptable Use of IT' and 'Online Learning' policies.
4. Be contactable (by other members of staff) during their contracted hours.
5. Carry out other duties as directed by SENDCO and other SLT whilst working from home.
6. Work from home where appropriate, attending the school building only with the permission of the SLT.
7. Attend virtual staff meetings when held within their normal working hours.
8. Continue to maintain high standards as identified by the Staff Code of Conduct.

Parents will:

1. Understand the school's plan and make best efforts to support children with their learning.
2. Support their child in safely accessing Microsoft Teams and any links to external organisations.
3. Provide a suitable place for home-learning and support and encouragement to assist their child in engaging with their learning.
4. Only contact the school through approved channels: normally info@sthugh-of-lincoln.surrey.sch.uk and 01483 480441.
5. Encourage a positive attitude towards their child's education and the school. If there are any concerns, discuss them with school staff to resolve any issues and avoid using social media as a means of sharing concerns with other parents.
6. Read all information sent home as this provides information on amendments to school policies, meetings, curriculum and relevant dates.

Children will:

1. Treat remote learning with equal esteem to class learning.
2. Log on to Microsoft Teams daily to check for new learning or information from your teachers.
3. Attend 'live' session as often as possible,
4. Follow instructions about when, where and how to complete learning.
5. Continue to embrace the school ethos: Ready, Respectful, Safe.
6. Alert a teacher at the earliest opportunity if they are struggling with a piece of learning.

Governors will:

1. Monitor the school's approach to online learning.
2. Offer support to school staff in their provision of whole school learning.
3. Monitor online safety procedures being followed at the school.

Online Safety

The school recognises that its approach to remote learning will require children to have access the internet. In addition to our existing online safety programme within the curriculum we will:

1. Update and circulate 'Online Safety' and 'Acceptable Use of Technology Policies'.
2. Ensure videos and guidance on online safety are easily accessible on Microsoft Teams.
3. Share a child-friendly 'Acceptable use of Technology' policy with all children.
4. Provide parents with additional information and guidance about keeping children safe online.
5. Monitor guidance from national bodies including the NSPCC, Internet Matters and CEOP.
6. Mr Davies is our designated Online Safety Lead.
7. Provide children with learning on online safety using Gooseberry Planet.

8. **Data Protection:**

1. Where possible, all personal data should only be handled on school computers. Private laptops may only be used with the permission of the SLT.
2. Video recordings of live sessions will be recorded for the purposes of safeguarding and quality monitoring. They may be kept for the duration of the child's attendance at the school. Video recordings are secured and only available to the staff who have access to each 'Team'.
3. For operational reasons, personal information of children and other staff may be shared between staff members. All data must be stored securely on the SHL school server and/or Microsoft Teams system and held only for as long as is necessary to complete the task for which the information was assigned.

Equal Opportunities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs or children with English as an additional language.

Children with Additional Needs

For pupils with additional needs, we comply with the requirements set out in the SEN Code of Practice. The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of any observations and assessments they have made. This may include;

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment;'

Resources

A wide range of resources will be used to provide remote-learning. Many of these will be the same resources used in class however, on occasion, the teacher will adapt resources to reflect they will be used at home. Additional resources may be acquired and must be approved by a member of the Senior Leadership Team to ensure they meet with the requirements of school policies on GDPR, Copyright and other considerations.

Evaluation

This will be done termly against criteria agreed by the Headteacher, SLT and Chair of Governors. It may, however, be reviewed at any time in the interim period to respond to national or local guidance. Any changes must be communicated with all the stakeholders referred to in this document.