REMOTE LEARNING POLICY

Our Lady of the Visitation Catholic Primary School

Approved by:	Kathleen Coll	Date: February 2021
Last reviewed on:	Spring 2022	
Next review due by:	Spring 2023	

Contents

Introduction

At Our Lady of the Visitation Catholic Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

During periods of long-term closure, in exceptional circumstances such as Government imposed lockdowns (national, local or class/year groups) staff at Our Lady of the Visitation Catholic Primary School will continue to provide education and support to our pupils using remote learning.

All learning will be conducted by using a mix of Google Classroom, ClassDojo and paper resources. The school has communicated with all families to ascertain their access to laptops, iPad and broadband. Once teachers are aware of students' access to online resources at home, they will be able to tailor their planning to meet the needs of their students. Teaching and learning will be adapted as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our pupils and consider the resources available to us. Information will be communicated to parents via telephone calls, texts, class emails and the newsletter. Parents may also communicate with teachers via ClassDojo.

This policy is, however constantly subject to change due to Government legislation and school and home resources that are available and provision may differ from what is set out at any given time.

Each period of Remote Learning will have different stakeholders, needs and timescales and each group will be provided with specific information, timetables and remote learning content.

Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents/carers may be trying to work from home so access to technology as a family may be limited
- parents/carers may not feel confident to support their child's learning
- parents/carers may have two or more pupils trying to access technology and need to prioritise the needs of siblings
- teachers may be trying to manage their home situation and the learning of their own children
- systems may not always function as they should
- pupils with EHCP and/or additional needs will continue to receive the therapies and treatments as much as possible

An understanding of, and willingness to adapt to, these difficulties from all parties is essential for success, partnership and wellbeing.

Given the different situations facing staff and families, 'Live' input sessions will be recorded and posted each day. This will enable pupils to access the teaching at different times in the event of limited device or time constraints such as parents/carers dropping non isolating siblings to school.

Recorded sessions will be between 10-20 minutes each and will lead to a task being set. Teachers will then be available live through Google Classroom or Class Dojo to answer queries or support during the school day.

Expectation Management

We believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, deadlines will be flexible and given in advance.

Teaching Staff will:

- use ClassDojo to upload daily learning tasks (EYFS and Year 1)
- use Google Classroom to upload daily learning tasks (Year 2 – 6)
- lead live Google Meets in the morning and after lunch for registration and key notices. These sessions will start between 8:45am and 9:15am. Class teachers will inform parents of the class time and inform cover staff how to access this for the group in school. (See guidance on leading these sessions).
- plan a weekly overview of lessons with:
  - Daily English
  - Daily Maths (Oak Academy videos/resources can be used)
  - Daily Phonics (N-1) 3 x weekly for Year 2
  - Daily Reading (including the use of online reading sites, such as Serial Mash)
  - Spelling and Handwriting practice
  - Daily timestables practice (Yr2-6)
  - RE (in accordance with Diocesan expectations)
  - Daily physical activity
  - Other foundation lessons including Science, History, Geography, PSHE, Computing
- record daily English/Maths teaching input via video (uploaded on ClassDojo or Google Classroom).
- record videos for input where needed. E.g. – phonics, Maths, handwriting and other videos will added for other lessons, where necessary.
- upload story reading videos for class texts or for pleasure.
- plan differentiated lessons and tasks in English and Maths and wherever else is applicable.
- provide paper copies of learning where needed.
- continue teaching topics/themes currently planned, adapting these, for remote learning, where necessary.
- upload the weekly overview by 8am each Monday.
- upload daily resources, in accordance with year group timetable. E.g. – morning and afternoon.
- consider the accessibility of work that is uploaded.
- be available between 8:30am and 5:00pm to answer questions to support learning, mark and give feedback to work that has been uploaded. Staff who are in school will message parents/carers and pupils to notify them that they will not be available on that day.
- set a deadline for tasks but allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways.
- report any concerns about behaviour or safeguarding, following regular school procedures.
- be covered by another staff member, if unwell themselves, for the sharing of activities. Follow up of messages on Google Classroom and ClassDojo during this time may not be undertaken until the teacher is fit to work although, we will endeavour to cover sick teachers.
- take set breaks away from the computer to engage in other professional duties.
- contact families where pupils are not engaging in remote learning, to offer additional guidance and support. Inform DHT of any phone calls made on a weekly basis.
- contact pupils on the SEN register on a weekly basis and keep records.

Providing for pupils in school

- Laptops/iPads should be used in school (where applicable) to support the learning of all children including access to differentiated learning.
- Cover staff will lead input for lessons and utilise video inputs from staff if needed.
- When there is online resources needed, teaching staff should leave clear instruction for how cover staff should access these. E.g. – Google Drive.

<u>Pupils will:</u>

- be assured that wellbeing is at the forefront of our thoughts and the need for pupils to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- be able to work a day or two behind what has been shared on Google classroom and ClassDojo especially if sharing a device with siblings
- only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- read daily, either independently or with an adult
- practise their spellings and times tables daily
- follow the school rules, values and British values when learning remotely
- be dressed in appropriate clothes when live online with teachers and classmates (although school uniform is not required)
- consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.
- only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly

<u>Parents/carers will:</u>

- support their child's learning to the best of their ability – online and offline
- encourage their child to access and engage with work set on Google Classroom and ClassDojo by their teacher
- supervise their children when they are in Google Meets with the class teacher (EYFS and KS1)
- continue to contact their class teacher as normal through Google Classroom and ClassDojo if they require support of any kind or email admin@olovrc.com
- check their child's completed work each day and encourage the progress that is being made
- be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax
- follow the school rules, values and British values when learning remotely and adhere to the rules regarding remote learning
- ensure their child is dressed in appropriate clothes when live online with teachers and classmates (although school uniform is not required)
- ensure that if they are on screen they follow the same protocols as their children
- be proactive in online safety and ensure appropriate controls are in place, talk to their child about online safety
- be mindful that the school cannot match everyone's individual needs at this time but is endeavouring to support all families as best as possible
- refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Google Classroom or ClassDojo

Resources

The school will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work books
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live chats/lessons
- Pre-recorded video or audio lessons

Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats.

Teaching staff will liaise with the Deputy Headteacher and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school is able to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment loaned from school to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work. (see Marking policy)

The school's IT support are not responsible for providing technical support for equipment that is not owned by the school but we will help where we can.

Online safety

This section of the policy is written in conjunction with the school's Online Safety Policy. Where possible, all interactions will be textual and public. All staff and pupils using video communication must:
- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background - '*private' living areas within the home, such as bedrooms, are discouraged during video communication.*
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the Senior Leadership Team.

The school will consult with parents about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

Pupils not using devices or software as intended will receive consequences in line with the Behaviour Policy. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.

- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Offer support

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding

This section of the policy is written in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to the period of remote learning.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, via messages or phone calls, where required.

Phone calls made to vulnerable pupils will be made using school phones where possible.

Parents/carers should contact the school as usual with Safeguarding concerns and also about pupil wellbeing.

Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy/GDPR Policy.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

The school will not permit paper copies of contact details to be taken off the school premises. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's GDPR policy.

Marking and feedback

All schoolwork completed through remote learning, when appropriate, must be:
- Returned to the relevant member of teaching staff. To do this on Google Meet you must press the 'turn in' button.
- Returned on or before the deadline set by the relevant member of teaching staff. (If for any reason this is not possible please contact the teacher)
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the school's Marking and Feedback Policy where possible, taking into consideration challenges with being remote.
- Returned to the pupil, once marked, by an agreed date.

Staff to review all submitted work, making written comments on a selection of pieces. There will be a balance across core and foundation learning every fortnight. Other forms of feedback may also be used, such as verbal feedback during meets or self-correction when answers are provided. Pupils have regular opportunities to discuss misconceptions with their teacher.

Staff workload is greatly increased during these times so making it manageable is important. Individual pupils with particular needs may have a different feedback arrangement – this is to be discussed with SENCO and Senior leadership team.

If pupils turn in work more than a day late, this will be acknowledged but there will be no in-depth marking (unless a pre-arrangement has been made with the teacher).

The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email / Google Classroom / ClassDojo or telephone call if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy. Teaching staff and will ensure pupils are shown how to use the necessary websites and technology safely and correctly prior to the period of remote learning.

Electronic device, screen break frequency should be regular and will be factored into the timetable.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the Headteacher.

Attendance and Absence

A suggested timetable will be created for each bubble/class/year group in the event of a closure.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents / carers will inform their child's teacher if their child is unwell and unable to complete the set work. The school will monitor absence and lateness in line with the Attendance Policy and families who are not working online will be called to check in.

Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via letter, text and email and the school website including the class pages about remote learning arrangements as soon as possible.

The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have spoken contact with their line manager / phase leaders at least once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours.
Pupils will have verbal contact with a member of teaching staff at least once per week via group chat. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the class teacher as soon as possible so they can investigate and resolve the issue.

The class teacher will keep parents / carers and pupils informed of any changes to the remote learning arrangements or the schoolwork set.