



Our Lady's Catholic Primary School

Remote Learning Policy

Date reviewed	Next review
July 2024	October 2025
Signed (Chair of Governors)	
	

Our Lady's School is founded on faith in Jesus Christ and the life of the school community is centered on His presence.

Aims

This remote learning policy for staff aims to:

- ensure consistency in the approach to remote learning for pupils who are not in school;
- set out expectations for all members of the school community with regards to remote learning;
- provide appropriate guidelines for data protection.

Use of Remote Learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

Occasions when we decide that opening our school is either:

- not possible to do safely;
- contradictory to guidance from local or central government.

Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- they have an infectious illness;
- they are preparing for or recovering from some types of operation;
- they are recovering from injury and attendance in school may inhibit such recovery;
- their attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

The school will consider providing pupils with remote education on a case-by-case basis. In the limited circumstances when remote learning is used, we will:

- gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision;
- put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school;
- identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity;
- set a time limit with an aim that the pupil returns to in-person education with appropriate support. Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Resources

Resources to deliver this Remote Education Plan include:

- Online Platform – Google Classroom;

- staff training with Google Classroom, and other useful APPs and websites for teaching other areas of the curriculum e.g. remote music;
- information for parents. This includes each pupil's log-in and detailed instructions on how to log on;
- printed learning packs for any pupil who do not have access to technology or a printer at home, or is not able to access mainstream online learning;
- books and other physical learning material as required.

Roles and Responsibilities

Senior Leaders

The Headteacher, along with Senior Leaders, have overarching responsibility for the quality and delivery of remote education. Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use. They should continue to overcome barriers to digital access where possible for pupils by, for example:

- distributing school-owned laptops accompanied by a user agreement or contract (if possible);
- securing appropriate internet connectivity solutions where possible;
- providing printed resources, such as textbooks and exercise books, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work;
- having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

They are also responsible for:

- checking the quality of remote learning on a fortnightly basis across the school;
- monitoring uptake in lessons, registration and outcomes submitted and following up concerns immediately;
- monitoring safeguarding and data protection so that pupils and families are safe in their use of the internet;
- checking on the wellbeing of staff with regards to workload and their own work-life balance;
- ensuring staff are well-trained in developments in remote learning;
- communicating effectively with families via email and the school app about remote education, national developments etc.;
- ensuring families who are in receipt of Free School Meals are adequately provided for through vouchers or meals.

Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- following the school's Safeguarding Policy;
- monitor filtering systems and alerts from school devices;
- respond to concerns raised by staff and / or parents about safeguarding quickly.

Teachers

When providing remote learning, teachers must be available between 8.50am and 3.10pm on their working days. If teachers are 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. When providing remote learning via Google Classroom, teachers should:

- provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners;
- make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely;
- ensure work set is of high-quality, is meaningful and ambitious;
- ensure learning outcomes can be completed as independently as possible through supportive scaffolds and resources;
- ensure pupils with SEND are well-supported, setting work that is accessible and promotes independence;
- some lessons can be set via online teaching platforms, such as Oak Academy if the teaching and learning matches the stage of the children's learning journey (this is only ideal occasionally);
- use the systems in place on Google Classroom to give spoken and written feedforward advice to individual pupils encouraging the editing of work.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.50am and 3.10pm Monday to Friday (or the days they work if they are part-time). If they are 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.

When assisting with remote learning, teaching assistants are responsible for:

- following the guidance of their class teacher (or the teacher they have been assigned to) and supporting remote learning;
- providing support to individuals in interventions (if this is a normal aspect of their job);
- prepare home learning resources;
- undertake remote and/or online CPD training;
- supporting hearing readers online where possible.

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- ensuring their subjects are planned well, and are made accessible to all, including SEND;
- ensuring the curriculum coverage is ambitious and that no subjects are reduced unnecessarily – considering this, making sure that content is able to be accessed independently by pupils in the main;
- researching resources to use remotely that enhance the learning for pupils, and sharing these with teachers in a timely manner.

SENCO

The SENCO is responsible for:

- liaising with teachers and work with them on planning effective lesson for SEND;
- holding regular meetings with families of SEND pupils to check learning is accessible;
- ensuring physical resources are made available that promote independence in pupils.

IT staff

IT staff (our assistant headteacher, school Computing Lead and our IT support technician) are responsible for:

- fixing issues with systems used for remote learning;
- providing support to families who are experiencing challenges in accessing remote learning;
- enabling access to the internet for families who do not have access;
- reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer (Satswana).

Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- complete the work set by the teachers by the deadline given;
- ask for help if they require it, or need more time to complete;
- register on time;
- behave according to the school behaviour policy, remembering the behaviour we expect at all times.

Staff can expect parents/carers with children learning remotely to:

- support their children as best as possible with the learning;
- ask for help if they require it, or need more time to complete;
- provide a space that is conducive to learning at home – ideally quiet with a table (although this may not always be possible);
- raise concerns in a respectful manner with the appropriate person at school (classroom issues with class teacher, safety issues with Headteacher/DSL, IT issues with computing lead);
- provide explanations if a child is not able to complete the learning or is unable to due to sickness.

EXPECTATIONS & CONDUCT: The school behaviour policy will be followed. We will expect behaviours that we want to see in school online. All online participants will ensure their camera background is appropriate for online learning (participants can blur their background or change the background) and their learning environment makes it suitable for learning (quiet).

Governing Board

The governing board is responsible for:

- monitoring the school's remote learning provision, ensuring all children can access the learning and receive timely support from school staff;
- ensuring that safeguarding and data protection systems provide secure access for children, families and members of staff;
- ensuring staff workload is managed by senior leaders.

Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- issues setting work: talk to relevant subject leaders/class teachers;
- issues with behaviour online: talk to the Headteacher / DSL or DDSLs;
- issues with IT: talk to Assistant Headteacher, Computing Leader;
- issues with workload and wellbeing: talk to the Headteacher;

- concerns about data protection: contact the DSL / DDSL;
- concerns about safeguarding: contact the DSL or DDSLs.

Data Protection

Accessing Personal Data

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

- access data through our IT network which is secure;
- use the laptops provided by school which have security and filters built in.

Processing Personal Data

Staff members may need to collect and/or share personal data such as emails to invite families 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. The school will follow our data protection policy / privacy notice in terms of handling data. However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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;
- school will continue to filter and report use of the internet that goes against our code of conduct.

Safeguarding

See our Safeguarding Policy

Monitoring Arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Full Governing Board.

Links with Other Policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy
- Data protection policy and privacy notices
- Home-school agreement
- Acceptable use policy
- Online safety policy