



St. Paulinus Catholic Primary School



"Inspiring all to live, learn and love in the light of Jesus."

(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." cf John 8:12)

Remote Learning Policy

Responsible Governor Committee: Standards Committee

Version control

Version number	Date	Revisions made	By who?	Approval date
V1	September 2020		G.Duarte	

Temple Road, Dewsbury, West Yorkshire, WF13 3QE

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community

Title Policy

School Mission

"Inspiring all to live, learn and love in the light of Jesus"

The governors and staff of St. Paulinus School commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for each child in school and according to their needs and affirming their achievements.

Purposes

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject and to promote understanding of the curriculum.

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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

Remote learning at St Paulinus Roman Catholic Primary School is defined as learning that is taking place outside of school, this can take the form of online work through a multitude of learning platforms as described below or through a paper pack of work. Remote learning is learning that is matched to that of the school curriculum, mirroring the learning taking place in school.

2. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 8:45 - 3:10pm or if part time, within their normal working hours..

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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teacher need to provide work for their class / year group if planning is shared
 - Work should be differentiated and set for individual 1:1 pupils
 - Work should be set in line with DfE guidance (KS1: 3 hours, KS2: 4 hours)
 - Work should be set and uploaded onto Google classroom by 9:30am on the first day of absence. Work will saved into the school drive for upload onto the school website.
 - Remote learning work will be accessed on: (classwork) Google classroom, (additional activities) Purple Mash, TT Rockstars, Bug Club and Charanga. Parents will be provided with other resources as they become available i.e. Phonics play, BBC resources, Diocesan music sessions.
 - Work should mirror and be set in line with that of in school learning, with resources being adjusted for completion online. The use of videos and voice overs on slides should feature for new learning.
- Providing feedback on work:
 - Work will be handed into teachers via Google classroom and Purple Mash by pupils once this has been completed. If a child has completed a paper pack, pupils can hand this in upon their return to School or on a designated date as set by the school / class teacher
 - Feedback of completed work on Google classroom and Purple Mash will be either through within the chat function, annotations on the classwork or by contacting the family via email or telephone
 - Feedback should be provided in a timely manner, in line with the schools marking & feedback policy
 - Teachers will complete the 'monitoring learning achievement' record to record if pupils have achieved their Key Learning.
- Keeping in touch with pupils who aren't in school and their parents:

- Daily contact with pupils is the expectation and the 'Home learning contact record' should be completed so that all staff have a clear picture as to what contact has occurred between school and families.
 - Contact can include: completed work, google meet for daily registration, face-to-face discussion, telephone conversation and email.
 - Teachers are expected to monitor and reply to emails from parents on the day received. Both year group teachers have access to the year group to make this manageable. However, teachers are not expected to / shouldn't answer emails outside of working hours
 - Any complaints or concerns shared by parents and pupils should follow the School complaints policy and be shared with the Phase Leader (in the first instance), Deputy Headteacher and Headteacher where appropriate.
 - For any safeguarding concerns, teachers should follow the Schools Safeguarding procedures including the safeguarding addendum. See the section below.
 - If work is not completed, teachers should contact the family to discuss options of support, which could include providing the family with a paper pack. If the child is on the 'disadvantaged register', teachers should discuss the families access to remote learning provision with the Pupil Premium lead.
- Attending virtual meetings with staff, parents and pupils:
- When attending meeting school dress code is expected
 - The choice of location to attend meetings should be carefully considered (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers will also be working in school, remote learning (during pupil isolations) will be scheduled by the teacher and the responsibilities above will be completed in line with the completing of their teaching duties throughout the school day. If lockdown occurs teachers will be likely to operate on a rota basis to monitor, teach and mark remote learning.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:45-3:10pm or if part time, within their normal working hours.

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.

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

- Supporting pupils who aren't in school with learning remotely:
 - Preparing specific resources for pupils who they would normally support on a 1-1 basis.
 - Work under the direction of the teacher to monitor, set or provide feedback to online work.
 - Daily contact with pupils is the expectation of the school and the 'Home learning contact record' should be completed so that all staff have a clear picture as to what contact has occurred between school and families.
 - Daily contact with their class teacher to discuss pupil progress or issues / concerns
- Attending virtual meetings with teachers, parents and pupils:
 - When attending meeting school dress code is expected
 - The choice of location to attend meetings should be carefully considered (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants are working in school, remote learning will be monitored at a designated time (as allocated / discussed with the class teacher) or by the peer year group teacher.

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 – Deputy Headteacher to lead on obtaining information from families regarding their home provision, providing training to staff, monitoring remote learning, support the Office in communicating updates to parents.
- › Keeping up to date with most current provision and support – to be able to communicate this with staff and families
- › Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

St Paulinus Catholic Primary School has a Designated Safeguarding Leads (DSL) and Deputy DSL's. The Designated Safeguarding Leads are: Sophie Hayes and Sharon Davies. The Deputy Designated Safeguarding Leads are: Grace Duarte, Carla Bentley, David Hutton, Helen Regan, Jo Cooper, Lauryn Massey, Christine Watt and Kerry Oakley.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior / middle leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all St Paulinus Catholic Primary School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

2.6 IT staff

IT 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 they may not always be in front of a device the entire time
- › Complete work to the deadline set by teachers, although they may complete work around home schedules i.e. sharing of devices (this may be on an evening)
- › 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 through contacting the teacher via the year group email
- › 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 SENCO: J.Cooper
- › Issues with behaviour – talk to the relevant phase leader or Deputy Headteacher or Headteacher
- › Issues with IT – Deputy Headteacher or technician: R.Clayton
- › Issues with their own workload or wellbeing – talk to the relevant phase leader or Deputy Headteacher or Headteacher
- › Concerns about data protection – talk to the data protection officer: G.Duarte
- › Concerns about safeguarding – talk to the DSL: S.Davies or S.Hayes

4. Data protection

4.1 Accessing personal data

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

- › Use the encrypted (secure) VPN connection to access the school drive
- › Use the school laptop / device to access the school's encrypted (secure) VPN connection. School devices should only be used for school / work purposes and not to access personal sites

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupil login details, 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.

4.3 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

5. Safeguarding

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy and within the Safeguarding Policy Adendum, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should call and email the Designated Safeguarding Lead. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Tom Regan.

6. Monitoring arrangements

This policy will be reviewed following the annual Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it by the Deputy Headteacher. It may also be reviewed

earlier should it no longer comply with school practice or the legal requirements of schools. At every review, it will be approved by the full governing board / standards committee.

7. Links with other policies

This policy is linked to our:

- Behaviour 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
- SEND Policy