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Remote Learning Policy

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Signatories	
Chair	
Headteacher	

“We act with love, build our faith and grow as people”

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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

2. Roles and responsibilities

In the event of a **bubble lockdown**, all class teachers and teaching assistants in the affected bubble(s) would be required to work from home and follow the remote learning plan as set out below. Separate documents detail the teaching timetable and subject teaching requirements, and these should be used in conjunction with this policy to deliver effective remote learning. Other support staff/ teaching assistants who are not assigned to a particular class may be required to support quarantined pupils in the compilation and distribution of learning support materials to pupils in class or at home, welfare calls to pupils at home, distribution of free school meals and other duties as may be considered reasonable at the request of the headteacher at such time

In the event of a **local/ national lockdown**, it is anticipated (unless Government Guidelines state otherwise) that all staff will continue to work on site, in school, to support the children of key workers in their usual teaching classroom and deliver online lesson content to pupils who are required to isolate at home (following a blended learning model). Teaching assistants who are not assigned to a particular class would be required to support across the school, as necessary, in the compilation and distribution of learning support materials to pupils in class or at home, welfare calls to pupils at home, distribution of free school meals, break duty and other duties as may be considered reasonable at the request of the headteacher at such time.

2.1 Teachers

When providing remote learning, teachers must be available to teach between 9am and 3pm.

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. (Phone LJ by 7.15am for each day of absence on 07929 002 672).

Expectations when providing remote learning:

- From the next working day, following a bubble /local lockdown, teachers must follow the attached timetable as appropriate to Key Stage.
- Class Teachers must begin live Teams Classroom sessions for the designated lengths stated and following the subject leader remote learning guidance as detailed in the attached documents.
- All live lessons must be recorded.
- Teachers must take a morning and afternoon register.
- All morning lessons must be uploaded to Teams by 1.30pm each day.
- Teachers must wear school/business dress.
- Teachers must ensure that their live teaching is carried out carefully, considering location and an understanding that they must not be disturbed.
- Teachers must not eat, drink (except water) or carry out an activity which would not be deemed appropriate in a classroom whilst teaching.
- Teachers must set, collect, mark and feedback on work submitted by pupils.
- Participate in/ create liturgies according to any proscribed schedule provided by the RE lead/ SLT.

➤ Setting work:

- All planning is to be submitted to the One Drive by the Monday morning of each week, following the usual protocols, in the shared planning folder.
- Class teachers must follow the guidance from subject leaders (provided in a separate document) regarding the required expectations of subject delivery and appropriate tasks for pupils with limited access to devices. All work set must include an element of live input at the start of the lesson.
- Tasks for each day should be uploaded to Teams.

➤ Providing feedback on work:

- Completed work is to be uploaded to Teams (or completed via other online portal for example, but not limited to: Purple Mash, TT Rockstars, MyMaths, MathsShed, Spelling Shed) by pupils for review by the class teacher/ TA.
- Feedback on work submitted to Teams (Literacy/ Topic) should follow the whole class approach e.g. select 2 or 3 key common errors and ask pupils to identify and correct these in their work. Feedback is to be given at the beginning of each subsequent lesson. For other online portals described above, tasks should be amended (at least weekly) in line with pupil performance.
- For maths, pupil self-assessment is recommended.

➤ Keeping in touch with pupils who aren't in school and their parents:

- Teachers will be required to take a register for each morning and afternoon session (this will be by checking pupils against a hard copy of the class register available via the shared drive).

- In the first instance, if a pupil is absent, the class TA should contact the school office by telephone/ email to advise of any absences. This will be followed up by the school office/ head teacher.
- For pupils who do not have access to devices, a lap top should be provided, if possible, and the teacher/ TA should ensure that the pupil is contacted at least once per week by telephone to discuss progress, wellbeing etc.
- Teachers should make use of Class Dojo, at least weekly, to update parents on key topics, expectations and homework tasks set. This should remain the primary means of communication. Teacher email addresses should not be issued to parents. For your own wellbeing, teacher must ensure they set quiet hours via the ClassDojo app to remind parents that you are not expected to reply outside of working hours.
- Complaints or concerns about remote learning should be handled by the class teacher only if they relate directly to issues with the tasks set e.g. difficulty of task. For any safeguarding concerns, please follow the school safeguarding policy and procedures.
- If a pupil fails to complete work set the class teacher/ TA should, in the first instance, contact the parent by telephone to discuss and remind them of the need for the child to be 'in school' and to complete the work requested. Should the problem persist then the teacher should advise the head teacher.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.40 to 3.30pm (or their contracted hours, as appropriate).

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. (Phone LJ by 7.15am for each day of absence on 07929 002 672).

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

- From the next working day, following a bubble /local lockdown, following the attached timetable as appropriate to Key Stage to support the class teacher.
- TAs must login and support the class teacher in the delivery of live Teams Classroom sessions for designated lengths stated in attached document. This will involve working with groups of pupils as determined by the teacher on a day-to-day basis or individual support if the TA is ordinarily assigned to work 1-1.
- TAs must wear school/business dress.
- TAs must ensure that their teaching support is carried out carefully, considering location and an understanding that they must not be disturbed.
- TAs must not eat, drink (except water) or carry out an activity which would not be deemed appropriate in a classroom whilst teaching.
- Marking and feedback on work submitted by pupils they are supporting.
- Supporting the teacher in the creation of resources/ activities as requested and assist in the uploading of activities to Teams as required.
- Participating in liturgies according to any proscribed schedule.
- Reporting absences to the school office and contacting pupils who are not in school and who may not have access to devices to participate in live lessons.

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
- Monitoring the planning of 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 –, such as through regular meetings with teachers (e.g. weekly staff meetings) 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 – Assistant Headteacher
- Monitoring the effectiveness of remote learning – through drop ins to Teams lessons, reviews of work set, weekly teacher and/or subject leader meetings and 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:

- dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.
- Putting in place and overseeing measure to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and /or public health advice, such as if there's a local lockdown or if they need to self-isolate.

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 it is recognised that some children may not be able to have access to a device for live teaching throughout the day.
- Log on for morning and afternoon register.
- Ensure that they are in a suitable location with an adult in the same room.
- Children must wear school uniform when logging on to live lessons.
- Children must not eat, drink or carry out any activity which would not be deemed appropriate in a classroom setting.

- Children must have their cameras and microphones switched on.
- Children must not allow siblings to join the lesson.
- Children must carry out tasks and submit their work via Teams to the deadline set by teachers.
- Alert teacher if they are not able to complete the work.
- Children must seek help if they need it, from teachers or teaching assistants.
- Children must behave appropriately during liturgies.

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 – this could include problems with multiple children requiring access to devices.
- 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 SENDCO (Gemma Collins)
- Issues with behaviour – talk to the SENDCO/ SLT
- Issues with IT – In the first instance, contact our IT technician via email: Dan@revolveIT.co.uk and cc in Angela de Grande: angela.degrande@smc-bracknell.com
- Issues with their own workload or wellbeing – talk to your line manager
- Concerns about data protection – talk to Lis Jones head@smc-bracknell.com
- Concerns about safeguarding – talk to the DSL (Lis Jones – DSL, Angela de Grande Deputy DSL)
- Concerns about pupil wellbeing – talk to Nicci Snowball (ELSA) Nicole.snowball@smc-bracknell.com

4. Data protection

4.1 Accessing personal data

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

- Use only devices and programmes provided by the school, not personal devices.
- Use Microsoft Teams/ ClassDojo for access to pupils/ parents or other personal data.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#) and the Child Protection Policy (accessible via CPOMS or on the school noticeboard). It is important to note that we will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

5.1 Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home. Concerns should be logged via CPOMS and assigned to the DSL or Deputy DSL.

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6. Monitoring arrangements

This policy will be reviewed every 6 months by Angela de Grande (Acting Assistant Headteacher). At every review, it will be approved by the Chair of Governors.

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