



ENGLISH MARTYRS CATHOLIC SCHOOL

Diocese of Westminster

Remote Learning Policy

Mission Statement: 'We are special people on a journey, growing and learning together, in search of excellence, as we follow in the footsteps of Jesus.'

Community Prayer: "Let us pray for one another, no matter what our culture, nationality, disability or gender, let us all be one in His name."

Values: Love Respect Honesty

Approved by:
Standards Committee of
English Martyrs
Governing Body

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Contents

1. Aims	2
2. Roles and responsibilities	2
3. Who to contact	8
4. Data protection	8
5. Safeguarding	9
6. Monitoring arrangements	9
7. Links with other policies	9

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

Head teacher – Monitoring of Remote Learning throughout school

Deputy Head/SENDCO – To ensure planning and delivery of quality Remote learning for SENDCO children

RE Subject Leader – To ensure children maintain their RE studies during remote learning. To maintain contact with parents and encourage prayer and worship at home.

Early Years Leader- To ensure planning and delivery of quality remote learning for EYFS pupils

Key Stage 1 Leader- To ensure planning and delivery of quality remote learning for Key Stage 1 pupils

Key Stage 2 Leader- To ensure planning and delivery of quality remote learning for Key Stage 2 pupils

Subject Leaders – To ensure the planning and delivery of quality remote learning by providing advice and support including relevant resources.

DSL – The DSL will ensure that all staff follow the guidelines set out in the addendum to the school's Safeguarding policy – COVID-19 School closure arrangements for Safeguarding and Child Protection at English Martyrs

Learning Mentor – To ensure that vulnerable children maintain contact with LM and support teachers with any action necessary to support pupils in their class. To maintain contact and provide support for parents when necessary.

2.1 Teachers

Whole Class/School Lockdown

When providing remote learning, teachers must be available between 8.30am and 4.30pm and provide at least three hours of lessons between 9.00am and 3.15pm.

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 the Deputy Head/ Headteacher/office before 8.00am.

When providing remote learning, teachers are responsible for:

Providing a timetable of work for each day

Planning work for each day will be done via Google Classroom – any child who is not using Google Classroom will receive the planning via e mail the afternoon before the lessons begin.

EYFS – the EYFS team will manage the recording of attendance and participation in learning for all pupils in their class. Inform SENDCO or DSL of any concerns as soon as possible as they arise. EYFS team are uploading recorded videos of stories, phonics and maths and links for work on a daily basis.

Key Stage 1 and Key Stage 2 – the daily lessons should be ready for parents on day of lessons on Google Classroom. Any worksheets necessary for the lessons that need to be downloaded at home will be made available at least the day before the lesson.

EYFS teachers will provide a plan of work for the day giving specific lessons for the children to follow.

The teachers will ensure that any links to websites work correctly.

Teachers will use activities uploaded on to Google Classroom to support learning.

Lessons should mirror as far as possible the lessons that would have been taught at school to ensure consistency in progress and learning.

Lessons can be differentiated by activities that are uploaded onto Google classroom.

Teacher will provide practical activities to encourage development of speech and vocabulary.

Teachers will provide phonics tasks, these are videos and they are uploaded onto google classroom.

Key Stage 1 and Key Stage 2 teachers will provide a plan of work for the day using Google Classroom.

Lessons should mirror as far as possible the lessons that would have been taught at school to ensure consistency in progress and learning.

Lessons can be differentiated by setting up groups on Google Classroom with the SEND teacher or Teaching Assistant.

Expectations for each subject:

Teachers will use Oak Academy and BBC Bitesize to support lessons where appropriate.

If a situation arises whereby some of the children in a class are in school and some are at home, the children need to have access to Google Classroom (Yr1-6) or the daily plans from N, R, and Purple Mash.

Children with limited access to devices will be provided with laptops as far as possible. Younger children can be provided with paper copies of activities.

English

Reading- phonics work, weekly spellings, activities from class Reading book following the Reading objectives,

A piece of writing including vocabulary, features and redrafting. Writing activities should be linked to either the class novel or the class topic.

Maths

White Rose – following curriculum plan from class – Use the videos, worksheets and following the model of fluency, reasoning, problem solving.

RE

Children should be set activities from The Way, The Truth and the Life.

Topic

Use Yearly thematic plan to set lessons for Science /History/Geography/Art/Design

Music

Thames Music lessons/Oak Academy.

PHSE

At least one piece of PHSE each week to help develop strategies to maintain emotional well-being – PHSE organisation/Life to the Full.

Feedback

Nursery – will maintain contact to parents through weekly phone calls

Rec– will provide feedback using Purple Mash.

Yr1-6 – will provide feedback on Google Classroom.

White Rose Maths – Teacher will mark with the children and answers to worksheets can be downloaded on the following day for children or parents to self-mark.

English - Writing Teacher will mark up to 3 spellings/grammar and a general comment.

Topic/RE general comment.

Some activities will not be marked this will be made clear to children.

Keeping in touch

Text service can be used for general communication.

Google Classroom and Purple Mash can be used for comments about work.

If a parent has a more specific concern they can request a telephone call which will be made in school hours as soon as is possible. (Office staff must inform teacher at home of request for phone call as soon as possible)

Complaints should be forwarded to Head of key Stage and if there are still concerns to Head teacher.

If children not responding to work – i.e. no assignments returned to Purple Mash or Google Classroom. Teacher must text parents to ask if there is problem. If necessary teachers will make a phone call to family. Teachers will address concerns – if child refusing to work or emotional issue – teachers will refer parents to SENDCO or Learning Mentor.

SENDCO will ensure that any needs highlighted on EHCP are maintained during remote learning including specialist sessions via Google Meet and will liaise with parents

Virtual Meetings

Teachers must dress as for work

Hold meeting in place less likely to have interruptions

Be aware of surroundings and what can be seen in your home – think about location of meeting.

If teachers are still working in school they will provide lessons on google classroom or Purple Mash that as far as possible mirror class work. They will be supported by their Class support teacher and teaching assistant as far as possible to ensure there is enough time given for planning, preparation and organisation.

If Class Teacher is isolating or quarantined

Expectations

When providing remote learning, teachers must be available between 8.30am and 4.30pm

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 the Deputy Head/ Headteacher/office before 8.00am.

When providing remote learning, teachers are responsible for:

Providing a timetable of work for each day

Provide planning for a cover staff by 8.00am each morning.

Be in regular contact with SLT and school

Use Google Classroom to provide some lessons for class and arrange a Google Meet with class if possible during absence.

If a child is in isolation or in quarantine.

If child has no symptoms and is well, teacher will provide work via google classroom or a planned timetable. This will be provided daily to family. As far as possible this will match the curriculum studied in class.

Teacher or teaching Assistant will make a welfare call as appropriate at least once during the time child absent.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during 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 by phoning the Deputy Head/ Head Teacher/office before 8AM.

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

Supporting the teacher in ensuring all children are attending lessons and participating on Google Classroom.

Supporting the teacher with preparation of work for remote learning.

Supporting the teacher with groups of children on Purple Mash and Google Classroom

Maintaining home school communication where necessary through phone calls.

Liaising with school when children require technical support or paper copies of any work.

Complete professional development tasks

Complete statutory training

Virtual Meetings

Teaching Assistants must dress as for work

Hold meeting in place less likely to have interruptions

Be aware of surroundings and what can be seen in your home – think about location of meeting.

If Teaching Assistant is isolating or quarantined

Expectations

TA to inform teacher if they are available or unavailable for duty.

Class teacher to take responsibility for allocation of work / support to groups – individual pupils if TA is unable to do so.

When providing remote learning, teaching assistants must be available between 8.30am and 4.30pm

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 the Deputy Head/ Headteacher/office before 8.00am.

Teaching assistants should ensure they are in regular contact with the class teacher to ensure they can support with any planning or marking via Google Classroom.

Teaching Assistants must ensure they are in regular contact with SLT and school.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

Considering whether any aspects of their 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

Monitoring the remote work set by teachers in their subject – by reviewing the 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:

The Assistant Deputy Head is responsible for co-ordinating the remote learning approach across the school

The Head teacher is responsible for monitoring the effectiveness of remote learning –by holding regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents

The Deputy Head -Computing Lead is responsible for monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL will follow the guidelines set out in the addendum to the school's Child Protection policy – COVID-19 School closure arrangements for Safeguarding and Child Protection at English Martyrs.

English Martyrs has a Designated Safeguarding Lead (DSL) and a Deputy DSL

The Designated Safeguarding Lead is Bronagh Nugent.

The Deputy Designated Safeguarding Leads are Nilufa Pasha and Lakisha McInroy.

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 telephone or online video (the school uses Google Meet) – for example when working from home.

All incidents or concerns should be reported via CPOMS.

Where a trained DSL (or Deputy) is not on site, in addition to the above, a senior teacher will assume responsibility for co-ordinating safeguarding.

This might include updating and managing access to child protection systems and liaising with the offsite DSL (or Deputy)

It is important that all staff and volunteers have access to a trained DSL (or Deputy).

On each day the staff on site will be made aware of who that person is and how to contact 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 consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- 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:

- Dress appropriately and behave in a respectful manner to staff and peers.
- Provide a purposeful learning environment for the child to work
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – Provide a laptop wherever possible.
- 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 Caroline Pannell SEND

Issues with behaviour – talk to the relevant Key Stage Leader (EYFS Susan Patterson, KS1 N O’Dea, KS2 M Moore)

Issues with IT – C Pannell Computing Lead and LBTH Technician.

Issues with their own workload or wellbeing – talk to their Key Stage Leader or Headteacher

Concerns about data protection – talk to the data protection officer - Caroline Pannell

Concerns about safeguarding – talk to the DS Team – Bronagh Nugent, Nilufa Pasha, Lakisha McInroy.

4. Data protection

4.1 Accessing personal data

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

Use LGfL services. Use Google Suite including Google Classroom. Use Purple Mash.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as e mail 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

These tips are based on our article on the [GDPR and remote learning](#) Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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

The DSL will follow the guidelines set out in the addendum to the school's Child Protection and Safeguarding policy – COVID 19 School Closure arrangements for Safeguarding and Child Protection.

Teachers, TA's and SEND Support staff will look out for additional signs like:

Not completing assigned work or logging on to school systems

No contact from children or families

Seeming more withdrawn during any class check-ins or video calls

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct/IT acceptable use policy.

Staff will follow our school guidelines when making phone calls.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures CPOMS.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Where possible, we will continue to offer our current support for pupil mental health for all pupils – The Learning Mentor will maintain contact with those children who need support by making phone calls. We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures.

Staff will use CPoms to report any concerns about a child following our school guidelines

Staff will signpost parents to support from Parental Engagement Team and Health Lives Team in LBTH

6. Monitoring arrangements

This policy will be reviewed termly by the SLT. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy – Covid Addendum
- Safeguarding 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

Guidelines for staff when making phone calls