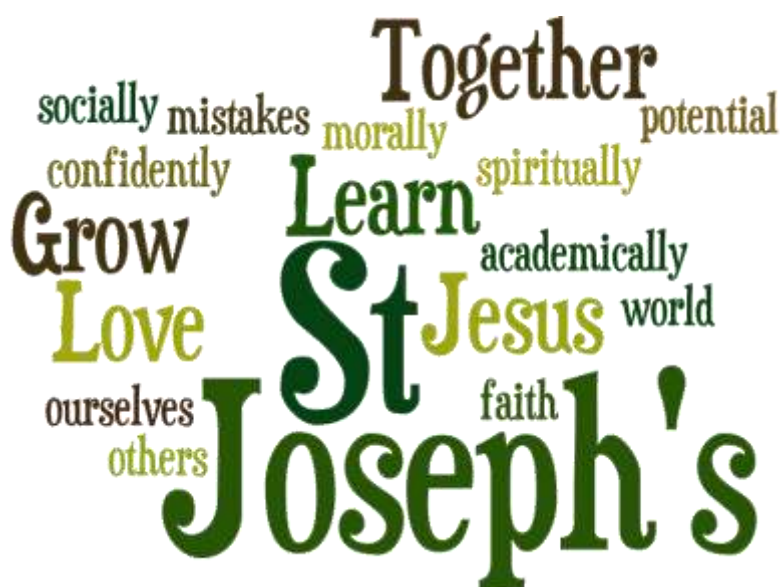




St. Joseph's
Catholic Primary School

Remote Learning Policy



Date approved:	Advent 2020 (FGB) Oct
Date reviewed:	1st Policy – April 2020 updated October 2021
Date for next review:	April 2022



Mission Statement:

At ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER!

LOVE	LEARN	GROW
Love of our faith	Learn about our faith and Jesus	Spiritually
Love of Learning	Achieve our potential	Academically
Love life/the world	Learn from our mistakes	Morally
Love ourselves	Learn who we are / who I am	Confidently
Love others	Learn from others	Socially

Rationale:

At St. Joseph's Catholic Primary School, we nurture every child's unique God-given talents to enable them to flourish in a climate of high expectations, innovation and creativity. If children are unable to attend school due to Covid 19 isolation or school closures, we are committed to providing remote learning opportunities to deliver a coherent range of curricular experiences. The policy outlined here reflects a clear commitment to reinforce skills and give pupils access to learning activities which will meet their needs, building upon prior learning. Remote learning will enable staff to remain in contact with pupils in a professional and confidential manner.

Our Aims are:

- Children across the school benefit from a well-planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject each day
- Lessons and activities are set so that pupils have meaningful and ambitious work each day in a number of different subjects
- Lessons include provision of frequent, clear explanations and new content
- Teachers are able to gauge how well pupils are progressing through the curriculum, using tasks and work which is regularly submitted for feedback
- Teachers are able to adjust the pace or difficulty of what is being taught in response to work submitted and contact with children



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- Teachers plan a programme that is of equivalent length to the core teaching pupils would receive in school

Flexibility of Learning:

In our planning and expectations, we are aware of the need for flexibility from all sides: -

- Parents may be trying to work from home so access to technology as a family may be limited
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation
- Teachers may be trying to manage their home situation and the learning of their own children
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

The role of the governors:

- To monitor the school's approach to providing remote learning to ensure education remains as high quality as possible
- To ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

The role of the senior leaders:

- To co-ordinate the remote learning approach across the school
- To monitor the effectiveness of remote learning – reviewing work set by teachers weekly, liaising with subject leads, monitoring email correspondence between parents and teachers
- To ensure that pupils with SEN are supported in remote learning - Led by the SENCO
- Monitor the security of remote learning systems, including data protection and safeguarding.

The role of staff:

- Teachers and teaching assistants will work in their year group teams to plan, set and mark pupils' work completed remotely, in line with their normal working commitments and timetable
- Feedback should be developmental in nature, taking into account that home circumstances may be challenging, parental support may be limited due to work commitments, and the child may be struggling academically or emotionally while not attending school
- Teachers will communicate with children in classes, groups or individually in line with the situation, using Microsoft Teams, Tapestry or individual phone calls. Real time contact with pupils will be in line with the school agreement during specific times of school or 'bubble' absence.



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- Ensure that cyber resilience and internet safety is central to all digital technology use as set out in the E Safety Policy
- Record all online sessions/meetings for the safety of all involved
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways
- If unwell themselves, year group partners will support each other in the delivery of lessons and sharing of activities
- To liaise with parents regarding their child's work and engagement level
- To remain in a confidential space during virtual meetings
- To dress appropriately and professionally for all virtual lessons and meetings.

The role of the pupils:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain regular balance between online engagement and offline activities
- To participate in online learning and activities as published by their teachers
- To ensure everyone feels valued, respected and included
- To promote respect in relation to the rights of others
- To contribute their views through Microsoft Teams and Tapestry only sending messages that are in relation to tasks set by the teacher or in response to questions that the teacher may ask them
- Only access material shared by their teacher, asking for parental permission to use technology for anything beyond that
- To offer peer support and guidance through shared learning
- Read daily, either independently or with an adult
- Dress appropriately for each lesson and be seated at a table ready to learn

The role of parents:

- To encourage pupils to access online learning and associated activities, hearing their child read daily
- To support the school values
- To foster an open pathway of communication between the school and home where appropriate, for learning support
- To communicate with school the reasons for non-engagement during school periods (sickness, technology issues etc...)
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Microsoft Teams
- Check their child has 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
- Be in the room with their child during periods of online contact with staff through Microsoft Teams



The role of DSL (Designated Safeguarding Lead):

- The DSL is Mrs Karen Ford, who can be contacted at:
dsl@stjosephschalfont.school
- The DSL will liaise with agencies and contact various parents to provide support
- The DSL will support and advise staff on safeguarding issues
- The Safeguarding Policy can be found on the school website – the COVID 19 appendix is also available on the school website

Access to technology

The school's remote learning provision relies on pupils' access to the internet. If families have limited access to technology, parents and carers are asked to contact the school. We support individual families in the most appropriate way to ensure their children can access their remote curriculum. This may include the loan of equipment, or provision of photocopied packs of work.

The Learning Offer:

Remote learning content

Expectations for learning provision: teachers to follow a timetable, in which the learning that should have taken place in the classroom, will continue to, in a similar time frame, take place at home. This will ensure that the curriculum content continues to be taught and new skills and concepts introduced, revised and consolidated.

All classes from Year 1- 6 will have access to Microsoft Teams, in which pupils will have access to online and immediate interaction with their class teacher in their learning.

The school will make a different diet of lessons available to pupils, depending on the situation. This will include daily English, Maths and Phonics lessons, and a weekly plan for Foundation lessons. Programs usually used to provide homework (e.g. TTRockstars, Spelling Shed) will continue to be used as part of Remote Learning provision. See section on Remote Learning tiers for further information. Teachers will use material from a variety of websites in order to provide engaging and motivating learning experiences. These will include Oak National Academy (Oak NA) lessons, YouTube clips and other resources. Teachers must ensure that any material used is legally compliant.

During full school closure or closure to one or more-year group bubbles, a weekly 'Gospel Values Assembly' will be made available to children and families via Loom. Where possible the school will recommend other resources for use at home for worship.

Independent research and learning should be encouraged. Songs, rhymes and opportunities to talk should be maximised. Practical activities such as baking, painting and craftwork should also be undertaken. Using Teams, pupils work will be available in real time and staff can use this to assess pupils learning. Teaching Assistants running intervention groups will also be able to share and continue learning for targeted pupils.



Tapestry will be used in the Early Years to provide activities and enable staff to communicate with pupils (recording videos and verbally giving instructions). Teachers should assess and track all learning submissions. Where possible pupils should log in to their accounts to gain feedback from tasks. Teachers will check-in with pupils daily to provide direction, give feedback and enable pupils to ask questions.

There will be various times and reasons that remote learning will need to be accessed. A tiered approach will provide learning for a variety of scenarios.

The Tiered Approach

Tier	Action
Tier 1 School is fully open. Individuals may need to self-isolate due to Covid 19 health issue, individual illness or a requirement of contact rules.	Remote learning links sent home to individuals/ small groups using Oak National Academy - linking this as closely as possible to curriculum topics. Additional teaching and learning resources used in the classroom that day/week sent via email. Feedback via email. Homework set via email. Teacher to contact parent within the first week of pupil absence and once in each subsequent week.
Tier 2 Year group bubble isolation period	Full Microsoft Teams lesson delivery: Maths, English, Phonics (EYFS/KS1), Spelling and Foundation subjects. Feedback daily – via Teams / Tapestry (verbal, written). Homework set via Teams / Tapestry. Class teacher to make individual phone calls for targeted children. (Maths and English lesson to be live lessons). Foundation subjects live or recorded with teacher introduction to lesson or task, key teaching points and modelling. EYFS – Tapestry platform used to set activities and tasks daily. Weekly phone call to children in the group – more frequent (every three days) for targeted children. Teaching Assistants facilitate / support teaching through breakout sessions.
Tier 3 Local or wider school lockdown –	Full Microsoft Teams lesson delivery: Maths, English, Phonics (EYFS/KS1), Spelling and Foundation subjects. Feedback daily – via Teams / Tapestry (verbal, written). Homework set via Teams / Tapestry



school closed to all year groups.

Priority groups remain at school

Class teacher to make Individual phone calls for targeted children.

Weekly assembly via Loom

(Maths and English lesson to be live lessons). Foundation subjects live or recorded with teacher introduction to lesson or task, key teaching points and modelling.

EYFS – Tapestry platform used to set activities and tasks daily. Weekly phone call to children in the group – more frequent (every three days) for targeted children.

Teaching Assistants facilitate / support teaching through breakout sessions.

Microsoft Teams

Every class Team comes with its own linked OneNote Class Notebook. The Class Notebook is a digital notebook for the whole class to store text, images, handwritten notes, attachments, links, voice, video, and more.

The essential components of the OneNote Class Notebook experience are:

- **Student Notebooks** -- a private space shared between the teacher and each individual student. Teachers can access every student notebook, while students can only see their own.
- **Content Library** -- a read-only space where teachers can share handouts with students.
- **Collaboration Space** -- a space where everyone in your class can share, organize, and collaborate.

Early Years will have access to 'Tapestry'.

All teachers are responsible for planning, assessment and for meeting the needs of all children. To ensure continuity of provision in the event of staff illness, the Senior Leadership Team will also be able to access the digital online learning platforms.

Daily Timetable:

In the event of a lockdown (due to a confirmed Coronavirus case within a bubble) pupils will continue to have a normal timetable of the school day, which will consist of:

Monday	Tuesday	Wednesday	Thursday	Friday
9am – Morning Registration and prayer English Lesson Maths Lesson Afternoon Registration (times vary)	9am – Morning Registration and prayer English Lesson Maths Lesson Afternoon Registration (times vary)	9am – Morning Registration and prayer English Lesson Maths Lesson Afternoon Registration (times vary)	9am – Morning Registration and prayer English Lesson Maths Lesson Afternoon Registration (times vary)	9am – Morning Registration and prayer English Lesson Maths Lesson Afternoon Registration (times vary)



2 x Topic Lesson (could be Science/History/ Geography/RE/Art or D and T) 2.30pm – Class reader/Story time and prayer	2 x Topic Lesson (could be Science/History/ Geography/RE/Art or D and T) 2.30pm – Class reader/Story time and prayer	2 x Topic Lesson (could be Science/History/ Geography/RE/Art or D and T) 2.30pm – Class reader/Story time and prayer	2 x Topic Lesson (could be Science/History/ Geography/RE/Art or D and T) 2.30pm – Class reader/Story time and prayer	PPA for teaching staff / wellbeing afternoon for children.
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Daily phonics session in EYFS / KS1
Guided Reading Session four times a week in KS2
Guided Reading Session three times a week in Year 2
Guided Reading Session two times a week in Year 1
Rockstars activities to be set as appropriate.

DAILY LEARNING TIME

Children will be engaged in learning for 4 hours daily.

FEEDBACK

Feedback will be provided by class teachers:
Discussion
Verbal – 1:1 / 1: Group 1: whole class
Approving work on Teams / Tapestry
Instructional Feedback
Phone call / email with parents (if appropriate)
Recording feedback

SEN

Work is scaffolded and set at the appropriate level for those with SEN and the SENCO is responsible for coordinating and monitoring the learning for SEND pupils
Additional support – within the virtual classroom is offered through breakout groups
Targeted Intervention groups and 1: 1 sessions continue
Outside agencies such as SALT continue sessions if the agency agrees
Access to services such as EP / school nurse continues

Monitoring

SLT / Subject Leaders will monitor the setting of work / homework during any periods of bubble or school closure to ensure consistency.

Data Protection - GDPR

Although education is now having to take place remotely, we will ensure that teachers, pupils and parents maintain professional practice. When communicating online with parents and pupils, we should:

- Communicate within school hours as much as possible
- Communicate through the school channels approved by the Senior Leadership Team
- Use school emails accounts - not personal ones.

We continue to follow the guidance outlined in the data protection toolkit for schools when managing personal data and consider the following:

- Taking care not to share contact details when emailing multiple people



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- Being careful when sharing usernames and other personal data for access to online resources (use of admin accounts in Microsoft Teams to avoid the sharing of such personal data)
- Providing any necessary access to school data systems safely. Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our function as a school and doesn't require explicit permissions. Staff are reminded to collect and/or share as little personal data as possible online.

All staff members will take appropriate steps to ensure their devices remain secure, including:

- 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)
- Use the school laptop provided to access remote learning and the school system
- 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 –installing the latest updates

Safeguarding Additional Notes and References

Teachers can refer to guidance from the following documents to ensure theirs and their pupils' safety:

- Advice from the NSPCC (<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>)
- Guidance from the UK Safer Internet Centre (<https://swgfl.org.uk/resources/safe-remote-learning/>) CSPA emphasises the importance of a safe online environment and encourages parents and carers to set age-appropriate parental controls on devices and use internet filters.

The following guidance is recommended to parents: <https://www.saferinternet.org.uk/advice-centre/parents-and-carers> <https://www.nspcc.org.uk/keeping-children-safe/online-safety/> <https://www.thinkuknow.co.uk/parents/>



Appendix 1:

Remote User Agreement – Microsoft Teams

General

- Unique log on and password details for the educational video conferencing service are only issued to members of staff and kept secure.
- External IP addresses are not made available to other sites.
- Video conferencing contact information is not put on the school website.
- Only use video conference with parent's knowledge, approval and presence.
- Ensure pupils will participate in a shared, safe area of the house and not in a bedroom.
- All parties (teachers/parents/pupils) to be dressed appropriately in normal daywear.
- Ensure no inappropriate objects, information or personal items are visible in the background.
- Pupils to switch off microphone (click microphone icon) unless asked to contribute by a teacher.
- Pupils will not take part in a meeting without a teacher present.
- Pupils to leave meetings when instructed to do so by the teacher and will not attempt to re-enter a meeting.
- Understand for the safety of all parties, staff will record one-to-one video conferences with pupils/parents. All participants must be advised in advance if the session is being recorded. Any recordings will be immediately saved securely.
- Recording of video conferencing sessions by parents is disabled by default.
- Topics discussed should follow normal lesson and school interactions.
- Any inappropriate behaviour may result in a child being removed from Microsoft Teams by the teacher.

School Staff will:



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- Only use school registered accounts, never personal ones.
- Only use a system that has been approved by the school.
- Schedule and lead all video conference sessions.
- Ensure that the settings been established appropriately: only staff can initiate a meeting, mute on entry, chat function disabled for pupils and annotation function disabled for pupils.
- Ensure that all sessions are recorded.

Parents will:

- Ensure their child has a safe, shared (with the background presence of a responsible adult) and appropriate place with no inappropriate objects or information visible.
- Ensure they have read and understood the acceptable ICT use policy.
- Ensure pupils are accessing appropriately and using the tool appropriately.
- Agree to sessions being recorded by the school and saved securely on an encrypted school device.
- Agree not to take screen shots of any other pupils who may be visible during the session in line with our media consent policy.
- Ensure that pupils are supported with any video conferencing sessions and supervised where appropriate.
- Ensure that the pupils have the correct environment for taking part in a video conferencing session; ensure any other people in your household know that the child(ren) are engaged in Live Learning and should not be disturbed.
- Ensure that appropriate language is used in the household while Live Learning is taking place.



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