



Remote Learning Policy

Mission Statement

Botwell House Catholic Primary School is distinguished by the care, courtesy and concern extended to all its members, regardless of cultural differences and strives to follow the teachings of Jesus Christ to:

“Love one another as I have loved you”

Through an effective partnership between home, school and parish and through a broad and balanced curriculum, each valued individual is encouraged to grow in their journey of faith and strive towards excellence.

Botwell House Catholic Primary School seeks to ensure that all pupils receive a full-time education which maximises opportunities for each pupil to realise his/her potential.

Current revision: 22.02.2023

Date for further revision: 22.02.2024

Reviewer: H. Slater

Responsibility: Headteacher

A handwritten signature in black ink that reads 'K. Oakley'. The signature is written in a cursive style with a large, flowing 'K'.

22.02.2023

(Headteacher)

(Date)

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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

2.1 Teachers

When providing remote learning, teachers must be available between 8.45am and 3.30pm.

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: they must ring the Headteacher at 7am (07308 474769)

When providing remote learning, teachers are responsible for:

- › Setting work
 - Work needs to be set for all pupils within their class, both those who are learning remotely from home and those who are in school
 - Lessons should be a mix of live teaching and blended learning through Teams in KS1 and KS2. EYFS will be set tasks on ClassDojo, but will have registration and some live input daily. Maths and English should be taught in the morning from Years 1-6 with tasks set for other subjects in the afternoon either through Teams (KS2) or ClassDojo (KS1)
 - Teachers need to outline daily timetables for the children which are discussed during registration
 - Children's work should be uploaded to Microsoft Teams (KS2) or ClassDojo (KS1 and EYFS)
 - Teachers need to co-ordinate with other members of their team, including staff who are teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
 - Any concerns about technology provision for remote learners should be referred to Mr Lathwell who will follow this up
 - If support is needed regarding the curriculum model for remote/school learning, then this should be referred to Mrs Slater

- Queries about remote interventions and targeted learning support should be directed to Mrs Slater, who will liaise with Mrs Forde also.

› Providing feedback on work:

- Teachers will receive access to the children's work via Teams or ClassDojo
- Teachers will give feedback to the children via Teams or ClassDojo
- Teachers will endeavour to provide feedback by the following day where possible.

› Supporting children's varying needs

- *When delivering remote lessons, teachers must give due regard to pupils' individual needs. Differentiation could be achieved through appropriate: instruction, task, resource or technology.*
- Due to the limitations of remote teaching, further scaffolding may help children to absorb the imparted knowledge by the teacher. This can be undertaken in group and 121 sessions in the afternoon or even as a pre-learning opportunity where the child is expected to struggle with the content of a lesson.

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

- Teachers are to take a daily register of children who are remote learning, following up any children who do not attend in the afternoon. If there are any further issues / the child continues not to attend, then teachers, following initial attempts, need to contact Mrs Simpson in the office, who will follow this up and liaise with Mrs Wilkinson as DSL
- Teachers should only respond to emails and messages from parents during working hours
- Any complaints from parents should first be directed to the class teacher to see if it can be managed informally and then the Team Leader. If unresolved, to the Deputy Headteacher and then ultimately the Headteacher
- Any concerns that the teachers have regarding the children who are remote learning should be passed immediately to Mrs Wilkinson, the Designated Safeguarding Lead (DSL), In her absence Mr Oakley is the onsite Deputy DSL
- Any concerns about a child's behaviour or lack of engagement on remote learning, or a failure to complete work, should result in a phone call or message to the parents. Team Leaders should also be informed, as well as Mrs Wilkinson, who will follow this up if necessary.

› Attending virtual meetings with staff, parents and pupils –

- Teachers who are remote teaching should adhere to the school dress code
- Teachers who are remote teaching should ensure that they are in locations without any background noise and should ensure that nothing inappropriate is in the background
- Teachers, both in school and who are remote teaching, are responsible for ensuring that they attend any virtual meetings e.g. staff meetings, leadership meetings
- If a class teacher is working in school, then it is their responsibility to ensure that either another member of their team is remote teaching their class or lessons are being streamed from school to those children learning remotely.

› Illness

- If a teacher is showing symptoms of Covid-19, they need to follow the school and Government guidance, keeping the Headteacher informed at all times
- If a teacher is ill or caring for a dependent, then they need to report this using the normal absence procedure. The Headteacher should be kept up to date on a daily basis, by 3pm.

2.2 Supporting pupils who are in school

› Staffing

- Teaching Assistants (TAs) or Learning Support Assistants (LSAs) will be required to support the Critical Worker and Vulnerable children within school and should be available for the duration of their normal working hours, unless directed otherwise by the Headteacher
- Specialist and non-class based teaching staff will also need to support staff on-site as with the support staff listed above
- TAs and LSAs who have been asked to run small intervention groups with the children in school need to liaise with the teacher/Team Leader, Mrs Howard and also with Mrs Slater who is overseeing these interventions in school.

› Illness

- If TAs or LSAs 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. If they showing symptoms of Covid 19, they need to follow the school and Government guidance, keeping the Headteacher informed at all times.

› Supporting pupils who are remote learning

- If TAs or LSAs are supporting groups of children with interventions via remote teaching, they need to ensure that they are in a quiet location within school
- TAs and LSAs need to liaise with the Team Leader and Mrs Howard regarding year group intervention programmes and with Mrs Slater if the intervention is through PiXL Primary
- Any queries regarding targeted 1:1 support as directed by Mrs Howard, need to be directed to her
- TA and LSAs need to liaise with the Team Leader regarding the progress of children whom they are supporting in targeted intervention/therapy groups
- If the targeted children are not accessing the therapy/intervention groups or there is an issue with behaviour, this should be directed to the class teacher as well as Mrs Slater, who will follow this up.

› Attending virtual meetings with staff, parents and pupils –

- It is the responsibility of the TA/LSA to ensure that they attend any virtual meetings e.g. inclusion meetings, Year group team meetings. If they are accessing these meetings from home, then they need to adhere to the school dress code and should be in a location without any background noise. They should also ensure that nothing inappropriate is in the background.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- › Considering whether any aspects of the subject curriculum needs 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
- › 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:

- › How often the school will make contact – this will be daily via live registration and follow-up if non-attendance (unless the school has been informed this is due to sickness)
- › Monitoring the effectiveness of remote learning – explain how they'll do this, such as 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
- › Ensuring that all children have adequate technology provision – Mr Lathwell to lead
- › Dealing with enquiries regarding school-based learning for a child – Mrs Slater to lead
- › Providing support with regard to resources for remote interventions and targeted learning support – Mrs Slater and Mrs Forde to lead
- › Supporting attendance of both remote and school-based learners – Mrs Wilkinson

2.5 Designated Safeguarding Lead

In addition to their usual duties, the DSL is responsible for:

- › Monitoring children whom they are safeguarding concerns about
 - The DSL will ensure that children whom there are concerns about in relation to safeguarding, are offered places in school
 - The DSL will decide how often the school will make contact with children with whom they are safeguarding concerns and who are at home. They will also decide which staff member(s) will make contact – as far as possible, this will be staff who know the family well and how staff will make contact
 - If the DSL is unable to make contact, children's social care or the police will be contacted
- › Monitoring attendance
 - The DSL will oversee the attendance register, following guidance from the Department for Education on how to record attendance (including for pupils learning remotely) and what data to submit. During the national lockdown, only vulnerable children and children of critical workers will attend school in person.
 - Where any child we expect to attend school doesn't attend, or stops attending, the DSL will follow up their absence with their parents or carers and notify their social worker, where they have one
 - The DSL will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible
- › Safeguarding all children
 - The DSL will remind staff and volunteers to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns. They will act on concerns immediately in line with procedures set out
 - The DSL will liaise with class teachers who are remote teaching to be aware of any children who are not completing assigned work or logging on to school systems, where there is no contact from children or families or who seem more withdrawn during any class check-ins or video calls
 - The DSL will remind staff to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately
 - The DSL 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

2.6 IT staff

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work (Infratek)
- › Helping staff and parents with any technical issues they're experiencing (Mr Lathwell will also support with this)
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (Infratek)
- › Assisting pupils and parents with accessing the internet or devices (Mr Lathwell will support with this).

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or teaching assistants if in school
- › 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 unable to engage in learning
- › Make the school aware if their child or any member of their household is displaying Covid symptoms
- › Seek help from the school if they need it.
- › Be respectful when making any complaints or concerns known to staff
- › Ensure that their child is working in a quiet location (where possible) and to ensure that there is nothing inappropriate in the background. They also need to be mindful of any language being used by members of their household.

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 school/remote learning curriculum model – contact Mrs Slater
- › Issues with behaviour or lack of engagement – contact Mrs Wilkinson
- › Issues with attendance – contact Mrs Simpson (then Mrs Wilkinson)
- › Issues with IT – contact Mr Lathwell or log issues with school-based devices with Infratek
- › Issues with their own workload or wellbeing – contact their line manager
- › Concerns about data protection – contact Mrs Slater

- › Concerns about safeguarding – contact Mrs Wilkinson, the DSL
- › Issues with parental complaints – contact Team Leaders initially and then Mrs Wilkinson. This may be referred to the Headteacher, Mr Oakley.

4. Data protection

4.1 Accessing personal data

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

- › Access data through Teams, Google Drive or ClassDojo
- › Use school provided laptops, not personal computers
- › Will ensure that they are not giving out their personal ID on mobile phones when calling parents
- › When responding to emails will ensure that direct emails are BCC'd rather than CC'd to maintain the correct direction of communication.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone 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. Any data protection queries should be addressed to Mrs Slater, our Data Controller.

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
- › Installing antivirus and anti-spyware software
- › Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Refer to the school Safeguarding Policy, which is available on our school website and CPOMS. Also, refer to the role of the Designated Safeguarding Lead in point 2.5

6. Monitoring arrangements

This policy will be reviewed half-termly by the Senior Leadership Team. At every review, it will be approved by the Headteacher

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