



St Thérèse of Lisieux Catholic Multi Academy Trust

St. Augustine's Catholic Voluntary Academy



Remote Learning Policy July 2020

Audience:	All CMAT Academies
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Other related policies:	E-safety Policy, Safeguarding Policy
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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
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31
- Ensure clarity with the amount of learning time for each area

This remote learning policy has been written as guidance for staff and parents **during the time that schools are closed due to COVID-19 and beyond**. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families. The school's usual Safeguarding/Online Safety Policy and Acceptable Use Agreements still apply.

Where students are unable to access remote work through access to a computer and the internet, class teachers will provide access to paper copies of the work to students periodically.

2. Roles and responsibilities

In the event of a school closure, Remote learning will be delivered in our school for years 1-6 via Class Dojo, an online platform for teachers and families to connect and continue the learning at a distance. The children in EYFS will continue to use Tapestry as their main method of communication. Each teacher can be contacted through their class email address and teachers will respond during normal school hours.

Class Dojo will be our main method of communication between school and families and will be used for posting daily timetables and text, video, tasks and photo updates between staff and families. www.classdojo.com
Times Tables Rock Stars (Year 2 to 6) <https://trockstars.com/> and Numbots (new for EYFS and KSI) <https://play.numbots.com/>.

Posts require manual approval, profanity filtering is on and content is moderated by teachers. We may try and make use of other subscriptions as time goes on. Further details will follow as necessary. If you require login details for any of these, please get in touch with your child's class teacher via the class email or Class Dojo. Any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements. See the policy section on our school website.

Parents may also be sign-posted to relevant online learning such as the White Rose Hub lessons and material from the Oak Academy.

Responsibilities:

- Designated Safeguarding Lead and Deputy DSL (Headteacher and Assistant Headteacher)
- Academic leads (e.g. heads of subject)
- Teachers (for their content)
- SLT (Oversight of content)
- SENCOs (Ensuring all children have appropriate access and content)

2.1 Teachers

Teachers will be available 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 procedures for reporting staff absence. If it affects the completion of any work required, ensure that appropriate and timely arrangements have been made with either the Headteacher or Assistant Headteacher to ensure work is completed.

We are keen to make remote learning an interactive experience through the submission of work by children and delivery of feedback from teachers where possible. We will also arrange opportunities for pupils and families to compete, interact and collaborate, for example through daily challenges, for example, Times Tables Rockstars Battles.

We will 'broadcast' video via ClassDojo for pupils to watch at a time and pace that suits them and make use of vetted video links from elsewhere on the internet. As this period of home learning continues further, we are keen to try to provide some live face-to-face contact opportunities for children, to maintain a sense for them of being part of a class.

When providing remote learning, teachers are responsible for:

> Setting work:

- Providing learning opportunities for their class and possibly for other classes in an emergency
- Providing learning opportunities on a weekly basis and some daily input
- Setting work on Mondays for the week ahead. Posting daily teaching inputs.
- Uploading work/pupil tasks to school website or learning platform as required in a timely manner
- Liaising with other teachers, including those 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.

> Providing feedback on work:

- Sharing feedback with individual pupils via class dojo or email
- Sharing feedback to groups of pupils or the class via class dojo
- Assessing the quality of pupils' work and maintain formative assessment notes
- Providing feedback on completed pieces of work

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

- Making weekly contact via a phone call with parents of pupils not in school
- Answering emails from parents in a timely manner within school hours.
- Any complaints or concerns shared by parents and pupils with teachers should be shared with a member of SLT the same day.
- Referring any safeguarding concerns in a timely manner to the DSL or DDSL the same day on a gold form or via secure email
- Encouraging completion of work/tasks set. Gentle reminders parents of pupils who have not completed work. If not completed after the first reminder, teachers to refer all the details to SLT.

> How does the school ensure personalisation for those children unable to attend schools

- Ensuring work is differentiated and suitably scaffolded to suit individual pupils including SEND pupils

> Attending virtual meetings with staff, parents and pupils:

- Any virtual meetings arranged with parents should be brought to the attention of a member of SLT before going ahead.
- Staff should wear appropriate work wear for virtual meetings.
- Virtual meetings or video posts should ensure the locations are appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

When teachers are required to teach in school and provide remote learning at the same time, some of the responsibilities outlined above during this time may be delegated to other colleagues in consultation with a member of SLT. Teachers may be required to teach in-school and provide remote learning, for example, streaming lessons in school to pupils learning remotely).

2.2 Teaching assistants

When assisting with remote learning, teaching assistants will be available between 8:30am-3pm. If they 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 staff absence procedure.

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

> Supporting pupils who aren't in school with learning remotely:

- Supporting teachers to resource lessons
- Making welfare phone calls to families on the teacher's behalf following a script
- Adapting resources for individual pupils including those with SEND
- Collating learning packs and making home deliveries as required

> Supporting pupils in school:

- Leading or supporting Bubble groups when in school as required.

> Attending virtual meetings with teachers, parents and pupils:

- Attending virtual meetings if required and wearing appropriate work wear.
- Ensuring the locations of virtual meetings are appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants will also be working in school, where relevant, explain who will cover the responsibilities above during this time.

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 to incorporate all children learning needs
- 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
- How have teachers ensured the learning needs of all pupils, what adaptations have been required and implemented.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. Rachel de Wet has overall responsibility for the Remote Learning at school.
- 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
- Ensuring that personalised learning has taken place for all groups of children, ensuring that children have appropriate work, especially where remote learning is not appropriate or can be enabled at home.

2.5 Designated safeguarding lead (DSL)

See the Safeguarding Policy and the Safeguarding Addendum on the school website;

<https://www.st-augustine.lincs.sch.uk/policies.asp>

2.6 IT Support

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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
- Advising school staff with helping pupils and families to access the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day through contact with their parents/carers
- 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:

- Make the school aware if their child is sick or otherwise can't complete work

- › Seek help from the school if they need it by emailing or contacting class teachers or school directly
- › Be respectful when making any complaints or concerns known to staff

2.8 Governing body

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 in terms of any of the following issues, they should contact Rachel de Wet or Andy Atter:

- › Issues in setting work
- › Issues with behaviour
- › Issues with IT – talk to/email ARK
- › Issues with their own workload or wellbeing
- › Concerns about data protection
- › Concerns about safeguarding

Where children or young people do not have access to the Internet or remote learning, a laptop or ipad may be available for pupil use at the Head Teacher's discretion. Hard copies of work may be offered to pupils if there are difficulties with internet connections for families. In such circumstances, parents must contact the class teacher in the first instance.

4. Data protection

4.1 Accessing personal data

When accessing personal data held by the school for remote learning purposes, all staff members will:

- › Access the data on a secure cloud service or a server on our IT network
- › Access data on school devices only.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupil assessment information 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, and to comply with GDPR guidelines in doing so.

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

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

See the COVID-19 amendments to the Child Protection Policy

The school will continue to follow its rigorous safeguarding procedures if it becomes aware of any concerns through remote learning.

6. Monitoring arrangements

This policy will be reviewed annually by St. Augustine's Catholic Voluntary Academy. At every review, it will be approved by the FGB of St. Augustine's.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection/Safeguarding policy and coronavirus addendum to our child protection/safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix I – Home School Agreement:

Name of Child _____

Year group _____

Consent- General Permission

I give permission for my child(ren) to experience and access learning resources, as deemed suitable and appropriate by the classroom teacher in the normal, recognised classroom learning environment.

By ticking the boxes, I confirm I have read, understood and agree to the above, and that I confirm my consent to my child(ren) using Class Dojo.

Safeguarding

Should you or your child(ren) have any concerns about their safety or that of other pupils online, those concerns should be reported to the Designated Safeguarding Lead, (Mrs Rachel de Wet) Deputy Designated Safeguarding Lead (Mr Andrew Atter) immediately as a potential safeguarding issue in accordance with St. Augustine's Catholic Voluntary Academy Safeguarding and E-Safety Policies.

Consent- Parent Invitation

I understand that teachers should not be invited to meet on Microsoft Teams by parents or by children - unless prior, mutual agreement has been reached by all parties.

Consent- Parental Responsibility

I understand that as parent or guardian, I am responsible for supervising the suitability of my child's/children's online access, communication and the 'home' setting (wherever distance learning is taking place outside of school). Parents are encouraged to supervise and regularly monitor their child(ren's) online activity including learning activities.

Parent Signature: _____

Name (PLEASE PRINT) _____

Date _____

Appendix 2:

10 TOP TIPS

REMOTE LEARNING FOR CHILDREN

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be.

1) Treat remote learning the same as classroom learning

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.



2) Use classroom language

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.



3) Take regular screen breaks

Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.



4) Always conduct video learning in an open space at home

To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.



5) Only communicate through approved school portals and platforms

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.



6) Stick to teacher rules and guidelines around online learning

Your school should issue you with guidance around remote learning and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.



7) Dress in school uniform

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.



8) Don't share passwords or other sensitive information

In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.



9) Don't use school platforms to discuss personal matters

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.



10) Look after your mental health and wellbeing

Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.



Appendix 3 – Important links:

The following websites offer useful support:

Schools may wish to use these resources to understand more about ensuring online education is safe:

- remote education advice from [The Key for School Leaders](#)
- advice from [NSPCC](#) on undertaking remote education safely
- guidance from the [UK Safer Internet Centre](#) on remote education
- Guidance on [teaching online safety in schools](#) provides information to help schools ensure their pupils understand how to stay safe and behave online.

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

- Use these resources to support parents and carers to keep their children safe online:
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online service.

Harmful or upsetting content

Get support by:

- reporting harmful online content to the [UK Safer Internet Centre](#)
- getting government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

Appendix 4 – Microsoft Teams:

If you're using Microsoft Teams

Decide whether you'll let pupils use chat in Microsoft Teams. Like any chat function, it could lead to bullying, or be a distraction from learning.

To disable chat for pupils, you need to create a 'messaging policy' in Teams and then assign it to pupils. First, create your new messaging policy:

1. Log in to the Microsoft Teams admin centre
2. Click 'Messaging policies' on the left-hand side
3. Click 'New policy' and give it a name (e.g. 'Disable chat')
4. Select the 'Chat' setting, and turn it off
5. Click 'Save'

Then, assign this policy to pupils:

1. Log in to the admin centre
2. Click 'Messaging policies' on the left-hand side
3. Click on the policy you've just made, then 'Manage users'
4. Search for the user you want to add, click on their name, and then click 'Add'
5. Repeat step 4 until you've added all of your pupils
6. Click 'Save'

Tell teachers to:

Sit against a neutral background

- Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for pupils either! Alternatively, you could ask them to turn their cameras off.

Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

Make a recording so there's something to go back to later on if you need to, and keep a log of who's doing video calls and when. Check that parents are happy with you making recordings first – tell them it's for school records only.

To record in Microsoft Teams:

1. In the meeting, click 'More options' (the 3 dots) > 'Start recording'
2. Wait for the recording to start (you'll get a notification saying 'Recording has started')
3. When you finish, click 'More options' > 'Stop recording'
4. Wait for the recording to be saved in Microsoft Stream (whoever started the recording will get an email notification when it's ready to watch)

If you're using Microsoft Teams for live streams

Tell teachers to:

- Sit against a neutral background
- Avoid recording in their bedroom if they can (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Record live streams, so there's something to go back to later on if you need to, and keep a log of who's doing live streams and when.

To record a live event in Teams, check the 'Recording available to producers and presenters' setting when you schedule your live stream. You can make the recording available for pupils too, by checking 'Recording available to attendees'. The recording will be available for 180 days after the event ends.

To disable chat for pupils, uncheck the 'Q&A' setting when you schedule your live stream.

Appendix 5 – Teachers/Staff phoning parents of pupils:

If school staff are phoning pupils

- Do this through parents' phones only (unless this itself poses a safeguarding risk) and in all cases make sure parents are aware and agree
- Call in school hours as much as possible
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there at the child's end, and have the phone on speaker phone