Remote learning policy

St Mary and St Andrew's Catholic Primary School

Created by	Sarah Roach	**Date:** 15.09.20

Contents

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school

- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection

- Remote learning will take place when:

Scenario	Action
1. Teacher and children well	All in school
2. Individual children displaying COVID symptoms	Child not in school. No learning sent home until the child is well, or has had a negative test and is fit to return to school.
3. Individual children isolating without symptoms or who are feeling well.	Remote learning sent home the day after school is notified/child sent home. Work will be available from 9am.
4. Whole class isolating – all well	Teacher will deliver a live welcome session in the morning and afternoon, times to be agreed convenient for siblings to access devices. Remote learning sent home for all.
5. Whole class isolating, teacher ill	Remote learning will be sent home by another adult in school, no live welcome session.
In the case of the whole class isolating and a mixture of some children unwell and some children well, remote learning will be sent home on an individual basis and scenario 4 will be applied. If the teacher is unwell amidst a mixture of well and unwell children then scenario 5 will be applied.	

Additional scenarios experienced now added to policy 28.09.20:

- Teacher ill, supply teacher hired, one child isolating. SLT will provide home learning which may or may not relate to what is being taught in class but will link to the age-related expectations of the year group.

- If the isolation is for a small amount of days (waiting for a test result etc) then daily work will be sent home. If the isolation is a result of a request to isolate for two whole weeks then work will be sent in larger chunks but there will still be a daily check in on the child (units of work for the child to work through may be sent as they are one large attachment not separate documents).

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.55am and 4pm.

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 absence procedure detailed in the staff handbook.

When providing remote learning, teachers are responsible for:

- Setting work –
    - o   For children usually registered in their own class
    - o   The amount of work will aspire to be closely matched, where possible, to the amount of work being shared with children who are having face-to-face education. In the early stages of remote education, teachers will guarantee the delivery of maths and English lessons building up to a fuller timetable for each child.
    - o   Work needs to be available for any children accessing remote education by 9am each day
    - o   Work will be uploaded through the staff@ email and may include links to purple mash, class dojo alongside paper-based supplementary resources sent home. If paper resources are something you would like us to help you with then please inform school. Lancashire English plans and Whiterose maths units will be used to support home-learning as will lessons from the Oak National academy.
    - o   Some lessons may be provided, where possible, through the child using zoom or Microsoft teams. Safeguarding arrangements around this will be rigorous and will be listed further in this document. Presence in such lessons will provide all the appropriate learning and children will have access to any resources required if necessary. Further information around accessing virtual lessons will be laid out below in this document
    - o   It is the family's responsibility to inform the school of any ICT concerns or lack of devices, school will then work with the family to resolve this – there may be the need to access DfE funding for a laptop or provide paper based resources completely as an interim solution.

- Providing feedback on work –
    - o   Work may be returned electronically by children, this may take the form of uploads, photos or scans. If the device/format of work accepts digital annotations, these must be added for feedback inline with our school marking policy and inline with the experience of children in school.
    - o   If the format does not allow digital feedback then a general crib sheet (Appendix 1) with comments may be emailed in line with the school's marking policy. The frequency of this will be appropriate to the task but not more than once daily and not less than alternative days.
    - o   Parents will be asked to indicate to teachers how much of the work completed was independent and how much was supported, this information will be used to support assessment and feedback
    - o   Teaching assistants may be used to support the marking or feedback of a child's work. They may also be involved in responses to the child through the one daily email from the teacher, comments on the crib sheet, or – and if appropriate – the making of a single daily phone call.

- Keeping in touch with pupils who aren't in school and their parents -
    - o   Teachers will keep in contact with their pupils via work communication listed above
    - o   A home-school agreement must be signed digitally by parents to showing understanding of the arrangements
    - o   One email each day may be responded to per child and this must be sent within directed school hours.
    - o   Teachers are not expected to respond to daily multiple emails from one child/family or respond outside of their working hours – this is discouraged strongly for both the mental wellness of children and staff
    - o   If a complaint is raised through the single daily email and cannot be simply resolved with a written reply or telephone call, please refer the email to the SLT in school

        If a child fails to complete work then gentle encouragement via the single daily email or phone call is the first step. The behaviour policy is applicable to children receiving remote education. Parents must be informed that the child has not completed tasks set and a reason established. If the child is unable to do this due to lack of adult support (parents working/childcare/grandparents etc) a mutually agreeable solution will be found. Families will be informed of the statutory nature of education.

- o If the child or carer is ill and this negates work being completed, regular communication will be held to monitor the improvement of the situation and daily checks will be undertaken. If the child becomes ill, they will stop getting remote learning.
- o Office staff, Mrs Matthews or Mrs Kerrigan will make a weekly call to check on the family
- o Mrs Roach will make regular calls during the period of self-isolation to check on the wellbeing of the child and the entire family. Support identified as required will be actioned in line with school's policy for safeguarding, well-being and parental agreement forms.
- o

Attending virtual meetings with staff, parents and pupils

Rules laid out here will continue to be shared with every virtual invitation:

Let us remind you all of the rules for a zoom meeting:

By clicking the link we will send you assumes that you, the adult, adhere to our terms and conditions set out

- *That children will be fully clothed in day clothes (not pyjamas/underwear or swimwear if it is a hot day)*
- *That the zoom video will be received in a family room, not a child's bedroom. If a desk top computer is used and it is in a bedroom, please ensure adult supervision in this room at all times*
- *The zoom meeting will not be recorded, if recording is required then all parties will agree beforehand.*
- *Zoom accounts can be set up but the use of a school email is required – not personal email address.*
- *Photographs of the screen will not be taken*
- *The zoom account belongs to an adult and not a child*
- *Behaviour of the children whilst on-screen will be inline with the school behaviour policy - language will be appropriate, kindness shown to others, turn-taking and respect for others will be paramount.*
- *Only the child belonging to the class/cohort be on the screen at that time.*
- *Where possible, a second member of staff will be present on live sessions*
- *Any 1:1 sessions held between staff and children will be subject to regular and rigorous monitoring*
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2.3 Subject leads

Subject Leaders have been significantly involved in the design of the recovery curriculum. They are not required to address individual learning needs with children outside of their own class but may give advice or support to colleagues if requested.

RE, Maths and English subject leaders have prepared a bank of e-learning resources from LPDS and Whiterose which can be immediately shared with staff who may wish to use these with children. These are stored on the staff shared folder.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Supporting the remote learning approach across the school – maths and English leads will prepare a bank of generic resources for all year groups
- 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 staff and families are up-to-date with the latest information for keeping children safe online through KCSiE 2020 and CEOP weekly updates

2.6 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 (where appropriate and authorised by the class teacher)

- Alert teachers if they are not able to complete work

- Communicate once daily, if there is a problem with a learning area or lesson content this will be addressed in a timely fashion and ready for the next day's lesson

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

- 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

- Ensuring the wellbeing of the staff and the HT and that the additional work-load of supporting remote education does not exceed their directed time allocation or time in which they can effectively execute their role

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 SENCO

- Issues with behaviour – talk to the HT

- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about data protection – talk to the data protection officer, Mrs Matthews

- Concerns about safeguarding – talk to the DSL, Mrs Roach. In the event Mrs Roach is unable to support a safeguarding concern, please refer immediately to a deputy DSL: Mrs Bisby, Mrs James or Mrs Stanley-Smith

4. Data protection

4.1 Accessing personal data

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

- Use SIMS or staff@ account

- Use only electronic devices provided by school

- Information must not be sent to families through any social media platform

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers 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)
- 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
- The use of mobile phones to communicate with families and children learning remotely is prohibited

5. Safeguarding

5.1 Designated safeguarding lead

This policy is closely linked with our safeguarding policy which is available in the staff shared area and on the website. Appendix 2 is the COVID-19 addendum created April 2020

6. Monitoring arrangements

This policy will be reviewed termly. At every review, it will be approved by the curriculum committee.

7. Links with other policies

This policy is linked to our:

- Behaviour policy and anti-bullying policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Online Access and Safety Policy (incl. Online Safety Acceptable Use Agreements)

Appendix one

Objective and assessment record

Date:	_Details of learning objective and opportunities_	_Parents to indicate 'I' for independent work or 's' for supported_	_Feedback and next steps_

English (inc. reading and spelling)			
Maths (inc. times tables)			
RE			
Topic work (science, humanities, art/design, ICT and sport)			

Appendix 2

Child protection and safeguarding: COVID-19 addendum

Written by: Sarah Roach, Head teacher. April 2020

Approved by: Jo Hayhurst, Chair of Governors. 2020

Contents

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Sarah Roach	St Mary and St Andrew's Catholic Primary School, Barton. PR3 5DY
Deputy DSL	Helen Bisby	St Mary and St Andrew's Catholic Primary School, Barton. PR3 5DY
Designated member of senior leadership team if DSL (and deputy) can't be on site	Veronica Stanley-Smith	St Mary and St Andrew's Catholic Primary School, Barton. PR3 5DY
Headteacher	Sarah Roach	St Mary and St Andrew's Catholic Primary School, Barton. PR3 5DY
Local authority designated officer (LADO)	Matt Chipchase	LCC
Chair of governors	Jo Hayhurst	St Mary and St Andrew's Catholic Primary School, Barton. PR3 5DY

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local authority (LA) Lancashire County Council

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should always be available (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

3. 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. Our current reporting arrangements remain appropriate for this period of change.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all-important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by: head@st-mary-st-andrews.lancs.sch.uk

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Veronica Stanley Smith. You can contact them by: v.stanley-smith@st-mary-st-andrews.lancs.sch.uk

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by telephone

- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This will be done by phone and email.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or

- They would usually attend but have to self-isolate

These plans set out:

That Mrs Roach and/or Mrs Bisby will speak weekly to each family with a social worker, that social workers will be communicated with weekly and that families will be emailed regularly throughout the week with updates and direct contact requests.

If we can't make contact, we will contact Children's Social care.

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

11.2 Outside school

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

Families will be regularly updated with online safety reminders and links to external organisations where they can seek help and support from. Families will be asked, inline with already existing policies that no images linked to school are shared online. Any videos sent in by the families to evidence work being done by children will not be shared anywhere other than the designated shared staff email that has been set up in response to the working from home systems now in place.

Staff will not use their phones and personal devices to send or store information from children or families during this working from home period in line with our current IT acceptable use policy.

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 as set out in section 3 of this addendum.

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.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online
- All the above will be shared through the school website, the whole school group/staff shared email system and out twitter account.

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Regular updates will be forwarded and emailed to all families; they will also be placed on the school website.

We will also signpost all pupils, parents 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.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school and seek assurance from the 'loaning' school that staff have had the appropriate checks. These checks will be undertaken by Mrs Sarah Roach.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from the LA or DfE is updated, and as a minimum every month this period of temporary closure is underway. This will be done by Mrs Sarah Roach. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- ~~IT acceptable use policy~~
- Health and safety policy
- ~~Online safety policy~~
- Online Access and Safety Policy (incl. Online Safety Acceptable Use Agreements

Appendix one

Objective and assessment record

Date:	*Details of learning objective and opportunities*	*Parents to indicate 'I' for independent work or 's' for supported*	*Feedback and next steps*
English (inc. reading and spelling)			
Maths (inc. times tables)			
RE			
Topic work (science, humanities, art/design, ICT and sport)			