HOLY TRINITY
CATHOLIC SCHOOL

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Remote Learning Policy

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1. Rationale

This policy identifies the provision that Holy Trinity will make in the event of; a child, class or group of children needing to self-isolate, a local lockdown or a nation-wide lockdown.

All pupils have completed a survey about access to technology at home, allowing the school to identify particular families who may be in need of support and resources (laptops, chrome books etc) in the event of a renewed lockdown or isolation.

2. 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.
- Ensure pupils unable to attend school remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them.
- Ensure that remote education is integrated into the curriculum, so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

3. Who is the policy applicable to?

- A child who is absent for a period of more than 2/3 days due to Covid related reasons ie A member of the household has tested positive. This does not include those awaiting test results for themselves or a member of their household. Work will be available from the

beginning of their period of self-isolation. The rest of their school bubble are attending school and being taught as normal.

- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child who does not fall into the vulnerable or child of critical worker category and hence is working at home due to a local or national lockdown.
- Staff who are working and teaching remotely.

4. Roles and responsibilities

Designated Senior Leader for Remote Learning

Alongside any teaching responsibilities, designated senior leader is responsible for:

- Co-ordinating the remote learning approach across the school. This is a blended approach with mainly paperbased work in Years 7 and 8 and work via Microsoft Teams in Years 9, 10 and 11 with some paperbased work included.
- To liaise with staff regarding updates, expectations and adaptations to remote learning within school
- To ensure remote learning information on the website is regularly updated.
- Monitoring the effectiveness of remote learning.
- To liaise with subject leads, sharing the names of individuals needing to isolate and ensuring online work is set immediately.
- To ensure that when a bubble are asked to isolate, they are sent home before the end of the school day with a pack of work.
- Liaising with the network manager to ensure the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead/Deputy Head

The DSL is responsible for Safeguarding concerns, including those related to Remote Learning.

Please refer to Safeguarding and Child Protection Policy. The other DSLs and Headteacher are to be contacted in the absence of the safeguarding lead.

Assistant Headteacher in charge of Behaviour for Learning and as a DSL, coordinates the monitoring of appropriate use of school devices by students. AHT liaises with members of the pastoral team, DSLs, and Deputy Head to ensure appropriate actions are taken including contacting parents, students or any further steps as considered appropriate. (There is a software called Smoothwall that we use for this purpose which it is constantly under supervision and sends daily 'possible alerts' to DSLs and AHT in charge of BfL)

SENCO

In the event of a lockdown or isolation, the parents or carers of children on the SEN register will be provided with extra support by the SENCO. This involves further resources, or any alterations that will need to be made to remote learning (this may include giving children access to plans or resources from another year group).

They will also:

- Ensure that pupils with EHCPs continue to have their needs met while learning remotely and liaise with SLT and other organisations to make alternate school based arrangements for pupils with EHCPs and IHPs as necessary.

Heads of Year

Assistant Headteacher for Behaviour for Learning coordinates the Keeping in Touch log leading on this and managing/ coordinating the Heads of Year, and KS3 and KS4 Pastoral Leads.

To manage and organise the Keeping in Touch log for their Year group. To ensure all pupils are contacted fortnightly, notes are kept in the secure online log, calls not responded to are chased up and that any follow up points/ parental concerns are actioned ASAP, involving the DSL where necessary. They will also organise a form rota in the case of a local national lockdown and contact vulnerable pupils in their year group, inviting them into school.

Subject leads

Alongside their teaching responsibilities, as outlined below, subject leads are responsible for:

- Creating a virtual curriculum that mirrors the curriculum in school. This is a blended curriculum involving paper based booklet work and online assignments and tasks set via Microsoft Teams.
- Ensuring packs of work are available throughout the term in case class bubbles are required to isolate
- Monitoring the work set by teachers in their subject
- The QA/ monitoring of their curriculum and how it is being implemented. This will be done with the support of the SLT link

General guidance for teaching staff

- Teachers will provide learning for their current class or an individual within 24hrs of isolation.
- Teachers working remotely from home must sign in and out every day using the online log.
- The amount of work teaching staff need to provide is in line with the lessons they would normally teach. Completion of online work should be monitored and followed up if incomplete.
- Teachers should plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through relevant video clips, lessons and tasks for home learners.
- Instructions should contain enough detail for the pupil to be relatively independent
- Pupils will be expected to follow a weekly schedule. This generally mirrors their lessons in school and builds in time for a break and a lunch. Pupils should be starting their work at 9:15am and finishing at 2:30pm. There is no reason for them to work beyond their normal school day; their own well being is paramount.
- Teachers will support their Heads of Year by making KIT calls, often to pupils in their form.

- In the event of a national or local lockdown, teachers will help to deliver a full curriculum in school to vulnerable and children of critical workers.
- Live drop in sessions will be led by teaching staff where relevant. Separate guidance for this added as an appendix
- If remotely setting low stakes classwork (note taking, quizzes, questions related to their learning etc), there should ideally be time built into lessons to complete this work and send it over to their teacher. If teachers are setting more formal assignments that will be used as assessments, pupils will be given a window of 3-5 days in which to complete these.
- Teachers will use resources provide by the Oak National Academy, Mathswatch, Seneca Learning and BBC Bitesize, as well as other resources identified by school curriculum leaders.
- Microsoft Teams is the learning platform that will be used across the school. Staff will be trained in how to use it effectively and pupils will have Teams training during their ICT lessons in the Autumn term and in form time. Support packs will be given to parents and put on to the school website.
- All children will be provided with some printed learning packs, the majority of these going to Years 7 and 8.
- The packs will be printed by staff who are on site, ready to be collated and later collected fortnightly by parents. Schedule for this to be posted on website and text to parents. A covering letter will be sent home with these packs.
- When messages via Teams and emails are sent to teachers during school hours, teachers will respond within the same school day. Messages that are sent after school hours will be responded to the following school day.

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

- In the case of a national or local lockdown, Teachers will call pupils/parents at least every 2 weeks. Any concerns should be recorded on secure KIT log and safeguarding lead /DSL alerted.
- Vulnerable children are contacted more frequently than non-vulnerable students in a priority/down to individual context; they all also receive the KIT calls
- Adrian Evans continues to work wirth Managed Moved students and students in Alternative Provision: KIT calls on a weekly basis and reporting to AHT Behaviour for Learning.
- In the event of a self/class bubble isolation, communication will be via the office email/ school text system and via the website.
- If there is a concern around level of engagement of a pupil, parents will be contacted via telephone to assess whether school intervention can assist engagement. Headteacher has outlined a set of steps to follow if students do not complete work and communicated these to staff to ensure consistency
- Any children in Years 7 and 8 who do complete online work do so as an extra. We cannot be assured that all have remote access. Parents of Year 7 and 8 children who don't log into teams or complete online work will not be contacted by individual teachers but will instead return all completed work to school fortnightly when the next packs are collected. They will receive their fortnightly KIT call as normal. **The paper based work is compulsory for all pupils in Year 7 and 8**

Teaching assistants

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

- Liaising with class teachers to support planning and resourcing differentiated learning.
- Supporting with KIT calls.

Administrative support

Office staff will be the first point of contact for parents/ carers and where there are remote learning enquiries, they will direct these to the relevant staff.

Pupils and parents

Staff can expect pupils to:

- Work hard on tasks and complete them to the best of their abilities.
- Seek help from teachers if they need it.

Staff can expect parents to:

- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.
- Support their children in completing their home learning activities.
- Ensure the safety of their child when working online.

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 of their remote learning responsibilities and that systems are appropriately secure, for both data protection and safeguarding reasons.

5. 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 Senior Leader or Subject Leader
- Issues with IT – contact Technical support
- Issues with their own workload or wellbeing – talk to their line manager as a first port of call. For more serious issues, staff to speak to Headteacher or Deputy Headteacher
- Concerns about data protection – talk to the Head teacher/Deputy Head teacher or Network manager
- Concerns about safeguarding – refer to designated safeguarding lead.

6. Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Have access to secure KIT log to record any parent contact or concerns about children. However, this log is shared by AHT Behaviour for Learning with staff only during the duration of the KIT call window. After the window is finished, staff will not have access to the document with the exception of DSLs and Pastoral Team.

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.
- Keeping operating systems up to date – always install the latest updates.

7. Safeguarding

Please refer to Child Protection and Safeguarding Policy.

8. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the Government.

At every review, it will be approved by SLT.

9. Links with other policies

This policy is linked to our:

- Behaviour and Discipline policy and Covid-19 amendment
- Safeguarding and Child protection policy and Covid-19 amendment
- Data protection policy and privacy notices
- Online safety policy

Appendix

Staying safe when teaching online and or working remotely from home:

In principle, all guidance which is shared around safe professional practices when present in school are as important than ever, perhaps more so given that for most of us these are new(ish) ways of working and as such we could leave ourselves vulnerable without realising. We live, breathe and maintain a culture of vigilance and alertness to keep our pupils and ourselves safe.

- Avoiding being alone where possible with students
- Adhering to professional protocols and ensuring that we maintain strictly professional behaviours with regards to online communications
- Reporting anything of a safeguarding nature which is of concern which will include any comments made by pupils and or any concerning behaviour

Some general pointers to consider:

1. If using video and/or working from an office or where there may be personal items/ photos etc visible you may want to adopt a blank background.
2. An obvious one- ensure you are appropriately dressed for the occasion- there have been cases where teachers have been suspended for teaching in their boxer shorts!
3. Avoid face to face online learning on a one to one basis- this should be conducted in groups- safety in numbers.

4. Communicate at the allocated lesson time- stick to routines. These are important and help pupils to understand that boundaries / expectations are still in place.
5. Maintain a professional dialogue in all communications.- this will include in the chat facility
6. Avoid communicating with pupils out of hours, in the evening, at weekends etc. Pupils should not be calling over teams or any other social media forum.
7. Keep alert to anything which is posted which may constitute a behaviour or safeguarding concern and report accordingly
8. Avoid using any new platforms/ virtual learning until this has been checked from a safety and/or GDPR compliance angle with JMC and CHE. If in doubt avoid until there is absolute clarification around this. We can easily leave ourselves non-compliant by trying to do what we believe is the right thing!
9. Home working is not easy-the expectations of teaching in this Lockdown are very different to that previously. Whilst being flexible in managing your workload, be strict and careful about protecting and ensuring your own wellbeing. Try to ensure a routine and a reasonable cut off time and stick to it. It is easy to get caught out- responding to emails and comments in the evening (after your normal working hours) but before you know it this can impact negatively on your wellbeing. Try to keep a separate space for your working area- and if possible have a physical distance from your 'switch off zone and rest space'
10. Keep CC and or JD informed of any concerns

See link below for some more specific useful guidance on staying safe when teaching online during covid 19 times:

https://schoolleaders.thekeysupport.com/covid-19/safeguard-and-support-pupils/safeguarding-while-teaching/remote-teaching-safeguarding-pupils-and-staff/?marker=content-body