St Joseph's College

REMOTE LEARNING POLICY

Date of Latest Review:	December 2021
Next Review Date:	December 2022
Policy Available for Staff at:	Website
Policy Available for Parents at:	Website
Headteacher:	Ms M Roberts

THIS POLICY LINKS WITH:

- **Behaviour policy**
- **Child protection policy and any coronavirus addendum to our child protection policy**
- **Data protection policy and privacy notices**
- **ICT and internet acceptable use policy**
- **Online safety policy**

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the school's approach to remote learning

> 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

> Teachers – teaching normal timetable where possible and/or setting work, marking/assessing work submitted

> Subject leaders – monitoring the quality of remote education and ensuring that it fits in with the sequencing of our ambitious and curriculum

> Heads of Year – supporting those students who are struggling with accessing remote education

> Senior Leaders

> SENCO

> Learning mentors

> LSPs

2.1 Teachers and SENCO/LSPs

Teachers must be available between 8.30am and 3.45pm. 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.

> Live online lessons – eg in the event of full closure

o   Students should follow their normal timetable and their usual curriculum as far as is possible

o   There is no requirement for formal dress for these meetings but staff should ensure that they are appropriately dressed eg as for an INSET day

o   The location of any meetings should be neutral, avoid excessive background noise and have nothing inappropriate in the background – see safeguarding guidance below

> Keeping in touch with pupils and parents/meetings with staff, parents and pupils::

o   Staff may make regular contact with pupils or parents using school email addresses or via phone calls. Staff should never use personal email addresses or social media to contact pupils. (see safeguarding guidance below)

o   Staff should try where possible to answer any communication from parents or students within 48 hours, although the school recognises that there are occasions where this is not necessary or possible. Staff are not expected to answer emails outside of working hours

o   Any complaints or concerns shared by parents and pupils should be referred to the appropriate line manager and should be logged on CPOMS – for any safeguarding concerns, refer to the section below

o   Behavioural issues, such as failing to complete work will initially be dealt with by the teacher and subsequently referred to the pastoral team

2.2 Subject leaders

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

> Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

> Working with teachers teaching their subject to make sure work set is appropriate and consistent

> Working with other subject leaders and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

> Coordinating the work of teachers in their subject through regular meetings with teachers and discussions of work set

> Sharing with the resources members of the department can use to teach their subject

> Alerting line managers to any concerns

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Coordinating the remote learning approach across the school

> Assuring the effectiveness of remote learning through regular meetings with teachers and subject leaders, discussing and reviewing the work set and/or reaching out for feedback from pupils and parents

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead

The DSL is responsible for:

> Identifying the most vulnerable children in school and working at home

> Updating and managing access to child protection files, where necessary

> Liaising with children's social workers where they need access to children in need and/or to carry out statutory assessments

2.5 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents with any technical issues they're experiencing

> Reviewing the security of systems and flagging any data protection breaches to the data protection officer

> Assisting pupils and parents with accessing the internet or devices

2.6 Pupils and parents

Staff can expect pupils to:

> Be contactable during the required times – 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 pastoral staff

> Alert teachers if they're not able to complete work

Staff can expect parents 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 – if you know of any resources staff should point parents towards if they're struggling, include those here

> Be respectful when making any complaints or concerns known to staff

2.7 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

> Issues in setting work – talk to the relevant subject leader or member of SLT

> Issues with behaviour – talk to the relevant head of year or member of SLT

> Issues with IT – talk to J Platt or S Birchall

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

> Concerns about data protection – talk to SLT or K Cleverley

> Concerns about safeguarding – talk to C Slattery DSL or Cath Machin DDSL

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will follow the guidance issued annually to staff. Staff must use encrypted USBs for carrying personal data and all staff should use school laptops rather than personal devices unless agreed with SLT.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses and pupil contact numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

These tips are based on our article on GDPR and remote learning.

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

Please see safeguarding policy. Mrs Slattery and Mrs Machin will continue to act as Safeguarding Leads and all concerns should be passed to them through the usual channels. The use of CPOMS will continue.

6. Monitoring arrangements

This policy will be reviewed by the FGB meeting and then annually as needed.   At every review, it will be approved by the full board.

pils who are sent home to self-isolate will follow their normal timetable and log into
icrosoft Teams to have access to one of the following:

- Live streaming of the lessons which are being taught to the rest of the class via Microsoft Teams
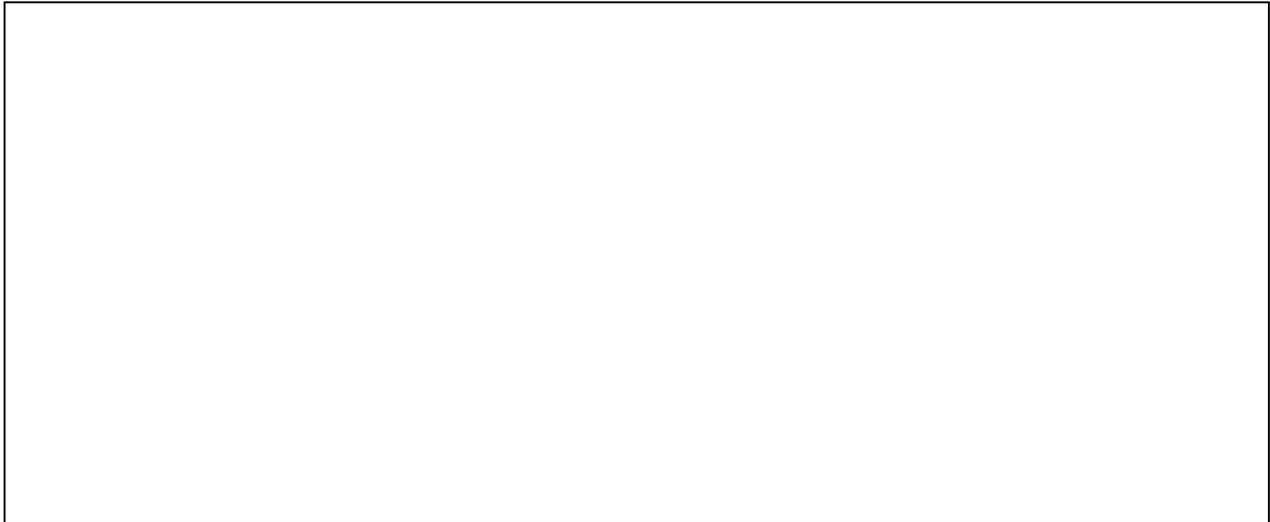
- Recorded content set on Microsoft Teams

- Work set via Microsoft Teams

the unlikely event that a whole class is sent home to self-isolate, students will be
ven live lessons remotely. The exception to this may be where the usual class
acher is unwell and work will be set.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We always endeavour to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects where specialist equipment might be needed, for example PE.
- If there are adaptations made, equivalent work should be set
- Students will not receive work for games lessons

Maths work may be set on Dr Frost

Links to other platforms will be posted on Teams

Some learning will be on Satchel One

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:
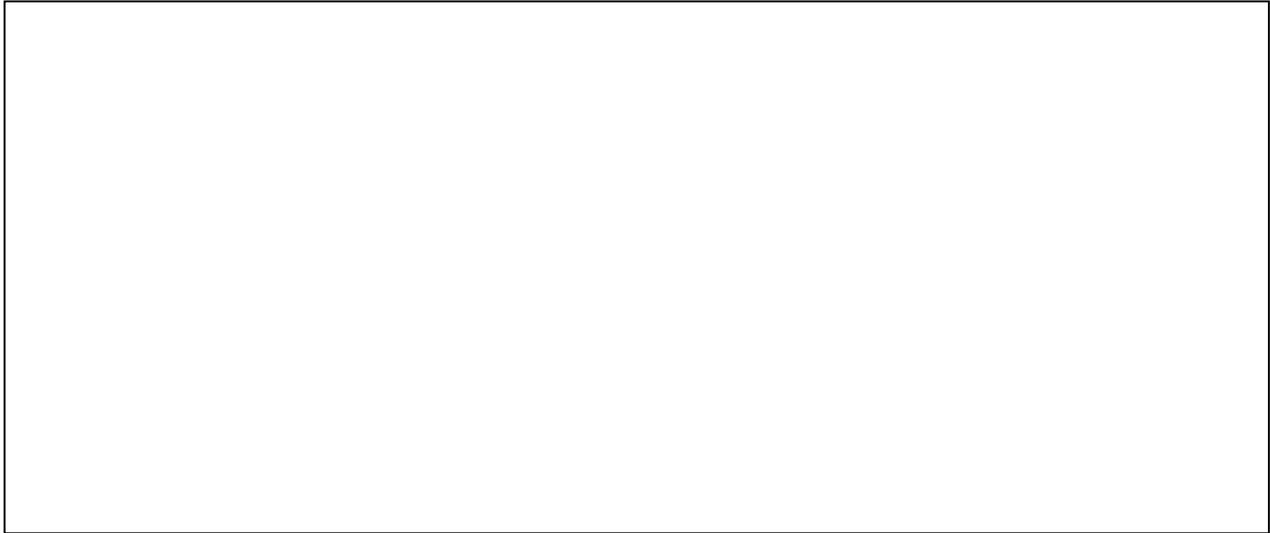
Key Stage	Number of hours
Key Stage 3 and 4	5 hours per day (not including games afternoons)
Key Stage 5	10 hours per fortnight per subject plus home learning

Accessing remote education

How will my child access any online remote education you are providing?

case contact the school with any issues about remote learning. Parents can
lephone 01782 848008 and ask for the Head of Year

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- In exceptional circumstances we have a small stock of laptops to lend to pupils

- In exceptional circumstances we have a small stock of devices that enable an internet connection (for example, routers or dongles), to lend to pupils

- We can support students with how they can submit work to their teachers if they do not have online access

How will my child be taught remotely?

- where there are excellent examples of recorded teaching (e.g. Oak National Academy lessons) we may use these for some of the lesson or for home learning

- we may also use video/audio recordings made by teachers especially for the topic

- there *may* be some limited use of commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- there *may* be a limited use of long-term project work and/or internet research activities. We will avoid an over-reliance on these approaches

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We will check pupils' engagement with remote education throughout each lesson, for example cold-calling pupils, asking to see their work, setting up live quizzes, quizzing etc.

Where engagement is a concern, we will inform parents and carers via the class teacher, Subject Leader, Head of Year or Senior Leader as appropriate

We will award achievement points for good work

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- whole-class feedback
- quizzes marked automatically via digital platforms
- marked work
- individual feedback
- grades
- Exam questions
- We will use praise postcards to recognise excellent work or consistent effort and engagement from pupils

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- We will continue to work with families to deliver remote education for pupils with SEND

- We will continue to deploy LSPs in lessons where pupils have support hours allocated to them

- Any parent with concerns about support should speak to our SENCO by contacting apearson@stjosephsmail.com

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, we will endeavour to ensure that remote education is provided which is similar to or consistent with the approach for whole groups. This ambition is balanced against the challenges for staff of teaching pupils both at home and in school simultaneously. We have invested heavily in new computers and software to support this ambition and we will continue to upgrade our infrastructure. KS4 and KS5 pupils will always have work to do at home.