

Holy Family RC Primary School

Remote Learning Policy



At Holy Family, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'

-] The [headteacher](#), in collaboration with the [governing board](#), will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:
 - Providing remote education to all pupils of compulsory school age.
 - Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
 - Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
 - Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Guidance for full opening: schools'.

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Marking and Feedback Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Absence Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Children Missing Education Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Ensuring that the school has the appropriate procedures in place for the loan of school equipment.

2.2. The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.

- Reviewing the effectiveness of this policy on a termly basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3. The DSL is responsible for:

- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

2.4. The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.5. The SBM is responsible for:

- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Ensuring that parents fully understand their responsibility when using school equipment.
- Ensuring that equipment is signed in and out, checked fully before and after use, and guidance is read and understood by parents and children.

2.6. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any safeguarding incidents to the DSL via CPOMS and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.7. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child engages with remote learning and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Reporting any absence in line with the terms set out in 7.2
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.8. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.

Adhering to the Behavioural Policy at all times and continue to meet the school's expectations : READY, RESPECTFUL and SAFE.

3. Expectations of Provision for Home Learning:

EYFS: will continue to use Class Dojo to set tasks and Google Meet to arrange meetings.

KS1 and KS2: will use Seesaw to set work and Google Meet to meet with their class daily, to address any issues with work, address misconceptions to give general feedback.

Key Stage	Teacher	Child
EYFS	<p>By 8:30 an overview of the days learning including Learning Objectives.</p> <p><u>Phonics</u> <u>Children working at Phase 1</u> Teachers to provide children with daily songs / games and practical ideas for coving phase 1 objectives. <u>Children working at Phase 2</u></p>	<p>Work should be photographed and sent back to the teacher. A time limit has not been set as the children will need an adult to do this.</p> <p>Adults should hold a Google meet each afternoon to</p>

	<p>Teachers to provide children with a daily phoneme and grapheme at the appropriate level. Children then to practice reading and writing words with the phoneme / grapheme in.</p> <p><u>Reading / English</u> Teacher to provide practical activities based on book of the week. If a book is sent as a link then Teachers must watch these first to ensure that the lesson is appropriate. Photos returned to teachers.</p> <p><u>Language and Communication</u> Teachers to provide parents with vocabulary words for the week. Teachers to provide games / practical activities based on resources provided by Communication Team. Photos returned to teachers.</p> <p><u>Afternoon</u></p> <p><u>Maths –</u> A Maths song / game to be provided daily covering basic skills e,g counting / number rhymes etc. Ideas for practical ways to cover objectives for over the week. The children will need time to become confident with objectives so teachers will need to plan consolidating activities rather than a new objective each day. Photos returned to teachers.</p> <p><u>Wider Curriculum</u> This must consist of either, Topic RE and a physical activity or art/well being activity.</p> <p><u>Daily Story time</u> Adults from KS1 to record video of stories for the children to listen to or refer them to stories told online. (Adults to check these before putting on link).</p>	<p>address any concerns the children are having and maintain daily contact.</p>
KS1	<p>By 8:30 an overview of the days learning including Learning Objectives. The Structure of the day should aim to follow the routine of the school day as the children will be familiar with this.</p> <p><u>Maths -</u> Where possible teachers should try to continue with the curriculum. For new topics teachers could possibly include lesson from Oakland Academy. Teachers must watch these first to ensure that the lesson is appropriate. The children will need time to become confident with objectives so teachers will need to plan consolidating activities. Work to be</p>	<p>Maths and English work must be photographed and sent back to the teacher by 12 o'clock. Where possible children should self-mark their Maths work. Guided Reading questions should be photographed and sent back to teacher.</p>

	<p>completed and marked by parents and photos returned to teachers.</p> <p>Any misconceptions to be brought to the teachers/teaching assistants attention during afternoon Google meet.</p> <p>Link to songs / games to be provided daily to encourage children to practice basic skills such as number bonds / counting.</p> <p><u>Guided Reading:</u> Teachers to provide links to stories which the children can listen to online. These can be found on Purple Mash. Children to answer questions based on the text, photo answers and send them to the teacher.</p> <p><u>Phonics</u></p> <p>Teachers to provide children with a daily phoneme and grapheme at the appropriate level. Children then to practice reading and writing words with the phoneme / grapheme in.</p> <p><u>English</u> – Where possible continue as planned. Instructions need to be very clear. Recent research has shown that clear instructions and feedback to the children have the most impact on learning. If the children are writing, please ensure that there is a very clear scaffold/ success criteria to support learning. A modelled writing session could be uploaded via video.</p> <p>Feedback must be specific and encourage reflection and improvement. To manage workload it may be beneficial to give more in-depth feedback to a different group each day.</p> <p><u>Afternoon:</u></p> <p>Daily Reading (15-20 mins) This can be set by the teacher using Oxford Owls or the National Literacy Trust Virtual Library https://wordsforlife.org.uk/virtual-school-library/</p> <p><i>Parents to be informed of children’s colour band.</i></p> <p>This must consist of either, Topic (History, Geography or Science) RE and a physical activity or art/well being activity.</p> <p><u>Daily Story time</u></p> <p>Adults from KS1 to record video of stories for the children to listen to or refer them to stories told online. (Adults to check these before putting on link).</p>	<p>Adults should hold a Google meet each afternoon to address any concerns the children are having.</p>
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KS2	<p>By 8.30am an overview of the days learning including Learning Objectives. The Structure of the day should aim to follow the routine of the school day as the children will be familiar with this.</p> <p>Maths – Where possible teachers should try to continue with the curriculum. For new topics teachers could possibly include lesson from Oakland Academy. Teachers must watch these first to ensure that the lesson is appropriate. Worksheets to accompany the learning must be completed in the children’s books. The answers must be given before Google Meet so any misconceptions can be addressed during this meeting. The children will then photograph and send their work back to you.</p> <p>Daily timetables (15 mins) A photograph of their progress must taken and sent back to the teacher. Strategies to learn their timetables must be shown to children to enable them to improve their scores/speed.</p> <p>Guided Reading: The slides from the power point to be posted each day. Children can record answers in their books. Again answers can be given for self marking.</p> <p>English – Where possible continue as planned. Instructions need to be very clear. Recent research has shown that clear instructions and feedback to the children have the most impact on learning. If the children are writing, please ensure that there is a very clear scaffold/ success criteria to support learning. A modelled writing session could be uploaded via video.</p> <p>Feedback must be specific and encourage reflection and improvement. To manage workload it may be beneficial to give more indepth feedback to a different group each day.</p> <p>Afternoon: Daily Reading (15-20 mins) This can be set by the teacher using Oxford Owls or the National Literacy Trust Virtual Library https://wordsforlife.org.uk/virtual-school-library/</p> <p>This must consist of either, Topic (History, Geography or Science) RE and a physical activity or art/well being activity.</p> <p>Weekly:</p>	<p>Maths and English work must be photographed and sent back to the teacher by 12 o’clock. Where possible children should self-mark their Maths work.</p> <p>TTRS 15 minute progress must be photographed and returned to the teacher.</p>

	<p>Children must do a book review by the end of the week. They can do this via a video recording – talking about the book and if they recommend it. It would be useful to give the children a list of prompts. Reviews should be between 1 and 2 minutes long. Encourage the children to give the book a star rating out of 5. These must be posted on the Reading Class Seesaw, for all to see.</p>	
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Individual children who are isolating:

These children will be given work packs, which can be collected from school or when necessary delivered to their home. These will include:

- Maths
- Creative writing
- Grammar Hammer
- Reading – comprehension and Purple Mash
- Topic work
- Art or well-being activities.

Learning materials

4. The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past and mock SATS papers
- Current online learning portals
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons

4.1. Teachers will review the DfE’s list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

4.2. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

4.3. Teachers will ensure that SEN children can access the work through differentiated tasks and voice recording of written instructions on Seesaw.

4.4. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

- 4.5. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device. Seesaw will also allow PDFs to be annotated or work can be completed in books and photographed and returned.
- 4.6. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. Teaching Assistants will be allocated to specific children with additional needs to provide additional support through the remote learning period.
- 4.7. The SENCO will monitor additional support for pupils with EHCP which will be unique to the individual's needs, e.g. via weekly phone calls to both the pupil and Teaching Assistant.
- 4.8. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 4.9. The vast majority of pupils have access to either a phone, tablet or laptop through which they will be able to access remote learning resources. In cases where children cannot access the remote learning school may agree to provide or loan equipment, e.g. ipads.
- 4.10. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 4.11. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 6 of this policy.

5. Online safety

- 5.1. Where possible, all interactions will be textual and public.
- 5.2. All staff and pupils using video communication must:
 - Communicate in groups – one-to-one sessions are not permitted, unless agreed by SLT to support additional needs of pupils.
 - Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.

- Always remain aware that they are visible.
- 5.3. All staff and pupils using audio communication must:
- Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute audio material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they can be heard.
- 5.4. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.
- 5.5. Teachers will contact parents if a child is not using devices or software as intended. The behaviour policy will continue to be followed including reflect and repair virtually with the child in the presence of their parent.
- 5.6. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 5.7. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed.
- 5.8. During the period of remote learning, the school will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
 - Direct parents to useful resources to help them keep their children safe online.
- 5.9. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

6. Safeguarding

- 6.1. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

- 6.2. Phone calls made to vulnerable pupils will be made using school phones where possible.
- 6.3. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, arranged where required.
- 6.4. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 6.5. All members of staff will report any safeguarding concerns to the DSL immediately through CPOMS.
- 6.6. Pupils and their parents will be encouraged to contact their teacher if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

7. Marking and feedback

- 7.1. All schoolwork completed through remote learning must be:
 - Finished when returned to their teacher.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Marked in line with the Marking and Feedback Policy.
 - Returned to the pupil.
 - Where possible children will self-mark their work.
- 7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will phone parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- 7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

- 7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.
- 7.7. The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, if there is a concern, individually via telephone.

8. School day and absence

- 8.1. Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes.
- 8.2. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform their child's teacher no later than 10am if their child is unwell.
- 8.3. The school will monitor absence in line with the Attendance and Absence Policy.

9. Communication

- 9.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 9.2. The school will communicate with parents via letter and the school website about remote learning arrangements as soon as possible.
- 9.3. The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- 9.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours. If using this mobile to contact parents and pupils their phone number must be withheld in the privacy settings.
- 9.5. Members of staff will have contact with the SLT once per week.
- 9.6. Pupils will have daily contact with a member of teaching staff each day through google meet. Pupils who do not engage with google meet will be contacted by a member of staff to see if support is needed to join the meeting.
- 9.7. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

- 9.8. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- 9.9. The headteacher and deputy headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

10. Monitoring and review

- 10.1. This policy will be reviewed on a half termly basis throughout the pandemic. basis by the headteacher.
- 10.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 10.3. The next scheduled review date for this policy is December 2021.