



Love God, Love each other, Love Learning

# Sacred Heart RC Primary School

## Pupil Remote Learning Policy

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Last updated: 11<sup>th</sup> September 2020

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## Statement of intent

At Sacred Heart RC, we understand the need to continually deliver high quality education, including during periods of remote working – 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 working, 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)
  - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
  - 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 (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
  - DfE (2018) 'Health and safety: responsibilities and duties for schools'
  - DfE (2018) 'Health and safety for school children'
  - DfE (2016) 'Children missing education'
- 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
  - Accessibility Policy
  - E-safety Safety Policy
  - Social media Policy
  - Health and Safety Policy
  - Attendance and Truancy Policy
  - ICT Acceptable Use Policy
  - Staff Code of Conduct
  - Personal Devices Policy
  - Children Missing Education Policy

## 2. Roles and responsibilities

2.1. The Governing Board is responsible for:

- Ensuring that the school has robust risk management procedures in place. Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

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 an annual 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 Deputy Headteacher and Business Manager are responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4. The Data Protection Officer / Business Manager is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5. The DSL / Deputy DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the Remedian 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.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- 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.

2.6. The SENDCO is responsible for:

- Liaising with the Remedian to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- 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.

2.7. The Business Manager is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8. The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Headteacher and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL 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 the Computing Leader / Business Manager.
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, 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.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs [9.1](#) and [9.2](#).
- Reporting any absence in line with the terms set out in paragraph [9.6](#).
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

2.11. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and 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.

## **2.12. Teachers are responsible for:**

**When providing remote learning, teachers must be available 8.55am and 3.00pm. Pupils are not expected to complete home learning tasks during their breaks:**

**10.30 – 10.45am, 12.00 – 1.00pm and 2.15 – 2.30pm.**

**If Teachers 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.**

**When providing remote learning, teachers are responsible for:**

- **Setting daily work for their class, as far possible, in line with the schools long and medium term plans and the school's Dawn Curriculum.**
- **Daily uploading work to your Microsoft Teams Class Team / Pupil Work Books and being available via Teams for trouble shooting whilst pupils complete the work set.**
- **Setting clear time scales for the completion of work by pupils during the day**
- **Marking work and providing feedback in line with the school's Marking and Feedback Policy. Teachers will provide written feedback in each workbook and verbal feedback at the start of each lesson on the next day.**
- **Scheduling daily teacher and TA meetings as timed for their Key Stage below**
- **Posting recordings of lessons for pupils who cannot access them in real time**
- **Alerting the Headteacher as soon as possible of any concerns regarding a pupil or parent**
- **Alerting the Headteacher to any parental complaints so that these can be managed within the timescales as defined in policy.**
- **Safeguarding – all communications with parents / pupils must be recorded including Team Calls.**



## **Early Years Foundation Stage**

In the EYFS teachers will seek to use Home Learning as an opportunity to support parenting skills as well as parents' knowledge of early years' development.

9.00am – 9.30am Whole class welcome and lesson input including sharing expectations of some the activities children and carers could do together throughout the day.

A formalised list of suggested activities reflecting the school's curriculum should also be provided in the Early Years Workbook.

From 9.30am the Teacher will deliver (via Teams) group phonics / early reading skills lessons

9.30 – 9.50am – group 1

10.00 – 10.20am – group 2

10.30 – 10.50am – group 3

11.00 – 11.20am group 4

11.30 – 11.50am – group 5

1.00pm Teacher reviews messages and pictures from home to respond to in the shared talk at 1.30pm.

1.30pm Teacher shares feedback with the class on the work the children have completed that day e.g. It was lovely to see the picture of Thomas building a den in back garden today.

2.00pm Teacher Reads a story to the class.

## **Key Stage 1**

At Key Stage 1, children should be given a range of tasks to choose from which, are in line with the Dawn Curriculum and reflect the class topic.

9.00 – 9.30am – Whole class lesson input.

Follow up differentiated activities should be set in the workbooks for children to complete during the day.

9.30 – 11.50am Teacher delivers focus phonics / early reading lessons to groups

9.30 – 9.50am – group 1

10.00 – 10.20am – group 2

10.30 – 10.50am – group 3

11.00 – 11.20am group 4

11.30 – 11.50am – group 5

1pm – Whole class lesson: Maths

1.30pm – 2.00pm – Teacher is available for support for pupils

2.00pm Teacher reads class text

### **Key Stage 2**

9.00 – 9.30am Teacher delivers a whole class English lesson. Children then complete a differentiated task in their 'English workbooks'.

11.00am Teacher delivers a whole class maths lesson. Children then complete a differentiated task in their 'maths workbooks'.

1.00pm Teacher delivers a topic lesson in line with the school's Dawn Curriculum and children complete a follow up task in their 'topic workbooks'.

2.00pm Teacher reads the class text

### **2.13. Teaching assistants are responsible for:**

When assisting with remote learning, teaching assistants must be available between their normal working hours.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure.

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

- Working under the direction of the class teacher to prepare materials and support the learning of pupils.
- Working under the direction of the SENDCo to provide support for specific pupils or groups
- Working under the direction of the Headteacher to complete any reasonable task which could include continuing professional development tasks
- Attending virtual meetings with colleagues, pupils and parents

### **Teaching Assistants who provide 1:1 support for pupils**

Teaching Assistants who provide specific 1:1 support for pupils will work as directed by the pupils' class teacher and the SENDCo. The support should continue to meet the objectives in the pupil's IEP / EHCP and will likely include:

Phonics, reading, writing, vocabulary work, speech & language, number, social skills, online games and class topic work.

### **EYFS Teaching Assistants**

In the early years, the TA will support learning by delivering a daily Phonics /Speech and Language lesson to groups of pupils. The class teacher will provide differentiated resources/ planning which, are shared on screen with each reading phonics groups.

9.30 – 10.00am – group 1

10.00 -10.30am – group 2

10.30 – 11.00am – group 3

11.30 – 12.00pm – group 4

1.30 – 2.00pm – group 5

From 2pm – 3.00pm the Class TA's will have 1:1 welfare calls with specific pupils / parents and then give a brief feedback to the class teacher.

### **Key Stage 1 Teaching Assistants**

At KS1 the TA will support learning by delivering a daily Phonics / Early Reading Skills lesson to groups of pupils. The class teacher will provide differentiated resources which, are shared on screen with each reading phonics group.

9.30 – 10.00am – group 1

10.00 -10.30am – group 2

10.30 – 11.00am – group 3

11.30 – 12.00pm – group 4

1.30 – 2.00pm – group 5

From 2pm – 3.00pm the Class TA's will have 1:1 welfare calls with specific pupils / parents and then give a brief feedback to the class teacher.

## Key Stage 2 Teaching Assistants

At KS2 the TA will support learning by delivering a daily Comprehension / Text Level lesson to groups of pupils. The class teacher will provide differentiated texts which, are shared on screen with each reading comprehension group.

9.30 – 10.00am – group 1

10.00 -10.30am – group 2

10.30 – 11.00am – group 3

11.30 – 12.00pm – group 4

1.30 – 2.00pm – group 5

From 2pm – 3.00pm the Class TA's will have 1:1 welfare calls with specific pupils / parents and then give a brief feedback to the class teacher.

### **2.14. Subject leads are responsible for:**

Alongside their teaching responsibilities, subject leads are responsible for:

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Ensure that work set remotely across all subjects is appropriate and consistent, and as much as possible in line with the Sacred Heart Way and where this is not the case alerting the SLT.
- Monitoring the remote work set by teachers in their subject through planning, pupil voice and access to Microsoft Teams Class Pages.
- Alerting teachers to resources they can use to teach their subject remotely

## **3. Resources**

### **Learning materials**

- 3.1. School will adopt 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 will primarily use Class Dojo and Microsoft Teams.
- 3.2. In addition to these platforms school may also make use of
  - Times Tables Rock Stars, Spelling Shed and My Maths
  - Printed Work Booklets / Work Packs

- Current online learning portals
  - Educational websites
  - Reading tasks
  - Live webinars
  - Pre-recorded video or audio lessons
- 3.3. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
  - 3.4. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
  - 3.5. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
  - 3.6. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
  - 3.7. 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.
  - 3.8. Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.
  - 3.9. Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
  - 3.10. The SENDCo will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. regular phone calls home.
  - 3.11. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
  - 3.12. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
  - 3.13. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through Rochdale Local Authority.
  - 3.14. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
  - 3.15. 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 7](#) of this policy.

- 3.16. The arrangements for any 'live' classes, e.g. webinars, will be communicated via a scheduling e-mail from Microsoft Teams and a Dojo Message from the class teacher.
- 3.17. Remedians are not responsible for providing technical support for equipment that is not owned by the school.

### **Food provision**

- 3.18. The school will signpost parents via e-mail / text towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.19. Where applicable, the school may provide the following provision for pupils who receive FSM:
  - Providing vouchers to families
  - Making 'grab bags' available for collection

### **Costs and expenses**

- 3.20. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.21. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.22. The school will not reimburse any costs for childcare.

## **4. Online safety**

- 4.1. This section of the policy will be enacted in conjunction with the school's E-Safety Policy.
- 4.2. Where possible, all interactions will be textual and public.
- 4.3. All staff and pupils using video communication must:
  - Communicate in groups – one-to-one sessions are not permitted.
  - 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.
- 4.4. 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.
- 4.5. 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.
- 4.6. Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.
- 4.7. 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.
- 4.8. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 4.9. 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.
- 4.10. 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.

## **5. Safeguarding**

- 5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The Headteacher / Deputy 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.

- 5.3. The Headteacher and Deputy Headteacher will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible.
- 5.5. The DSL will arrange for regular contact with vulnerable pupils via telephone, with additional contact, including home visits, arranged where required.
- 5.6. All contact with vulnerable pupils will be recorded on CPOMS.
- 5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8. All home visits **must**:
  - Have at least one suitably trained individual present.
  - Be undertaken by no fewer than two members of staff.
  - Be suitably recorded on CPOMS
  - Include sight of the pupil
- 5.9. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 5.10. All members of staff will report any safeguarding concerns to the DSL immediately.
- 5.11. Pupils and their parents will be encouraged to contact the DSL 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.

## 6. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.



- 6.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- 6.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the school's GDPR Policies.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

## **7. Marking and feedback**

- 7.1. All schoolwork completed through remote learning must be:
  - Completed within the time set
  - Completed to the best of the pupil's ability.
  - The pupil's own work.
  - Marked by the teacher / TA appropriate to task and in-line with school policy.
- 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 contact parents via email or telephone 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 SENDCo 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.

## **8. Health and safety**

- 8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

- 8.2. Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- 8.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every hour. . .

## **9. School day and absence**

- 9.1. Pupils should be present for remote learning from 9.00am until 3:00pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2.
- 9.2. Breaks and lunchtimes will take place at the following times each day:
  - Morning break will take place at 10.30am – 10.45am
  - Lunchtime will take place between 12:00pm and 1.00pm.
  - Afternoon break will take place at 2:00pm until 2:15pm.
- 9.3. Pupils are not expected to do schoolwork during the times outlined in paragraph 9.2.
- 9.4. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- 9.5. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.6. Parents will inform their child's teacher no later than 8:30am if their child is unwell.
- 9.7. The school will monitor absence and lateness in line with the Attendance and Truancy Policy.

## **10. Communication**

- 10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2. The school will communicate with parents via email, Dojo and the school website about remote learning arrangements as soon as possible.
- 10.3. The Headteacher will communicate with staff as soon as possible via E-mail about any remote learning arrangements.
- 10.4. 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.

- 10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- 10.6. Members of staff will have contact with their line manager at least once per week.
- 10.7. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in [section 9](#).
- 10.8. Pupils will have verbal contact with their class teacher at least one per week via Microsoft Teams and this could be as part of a group.
- 10.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.10. 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.
- 10.11. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.12. The 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.

## **11. Monitoring and review**

- 11.1. This policy will be reviewed on an annual basis by the SLT.
- 11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 11.3. The next scheduled review date for this policy is September 2021.

**TA Log of contact via Microsoft Teams**

<b>Date &amp; Time</b>	<b>Name of child</b>	<b>Any safeguarding concerns?</b>  None – record no Concerns - record yes and record CPOMs/emailed/spoke to DSL/DDSL

**Sacred Heart: Contingency Plans for Teaching and Learning in light of Covid-19 related absence**

Whole bubble & teacher in school. Some children self-isolating due to either positive or pending test results.	Whole bubble of children in school. Teacher self-isolating but fit to work.	Whole bubble of children in school. Teacher self-isolating and unfit for work.	Whole bubble self-isolating, teacher fit to work.	Whole bubble self-isolating, teacher unfit to work.	TA isolating but fit to work.
<ul style="list-style-type: none"> <li>▪ Teacher provides daily learning activities for children to complete linked to whole class learning.</li> <li>▪ This may be supported by own lesson slides and/ or Whiterose/bitesize /MyMaths/Whizzpopbang/Oak National Academy slides.</li> <li>▪ Lesson work completed by the isolating children on Teams.</li> <li>▪ Monitoring and feedback from the teacher at the end of the day via marking of work on teams and a daily group meeting at 3:15-3.30 pm.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher sets work.</li> <li>▪ Teacher sets up laptop and briefs in-school staff using TeamViewer and Teams apps.</li> <li>▪ TA/ Supply delivers and marks work at an appropriate level.</li> <li>▪ Teacher checks in with class each afternoon via Teams for achievement celebration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher follows sickness absence policy.</li> <li>▪ Supply teacher leads learning in the classroom supported by class TA following teacher's planning as far as possible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher records provision of lessons at set times according to key stage, sharing screens via teams with linked differentiated activities. This might make use of whiterose maths, MyMaths Whizzpopbang bitesize etc. pre-recorded videos.</li> <li>▪ Teacher is available via Microsoft teams chat/ posts for trouble shooting whilst children complete the work set.</li> <li>▪ TA engages ability groups in Teams' meetings focusing on reading – text led activities/ phonics (KS1/EYFS).</li> <li>▪ Teacher gives written feedback in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher follows sickness absence policy.</li> <li>▪ Children are directed by SLT to access Oak National Academy.</li> <li>▪ Lesson work completed on teams.</li> <li>▪ Monitoring and feedback/support provided by class TA.</li> </ul>	<ul style="list-style-type: none"> <li>▪ TA provides support for pupils absent from school (who are well) from their Year group or as directed to by the HT/DT. This may be group support or individual support as directed by their class teacher.</li> <li>• TA completes CPD and directed tasks.</li> </ul>

			<p>each 'workbook' and verbal feedback at the start of the lesson on the next day.</p> <ul style="list-style-type: none"> <li>▪ Recordings of the 'lessons' are posted for pupils who cannot access the lessons in real-time.</li> <li>▪ At 2 pm, teachers share class reader, a copy of which is at the teacher's home.</li> </ul>		
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**Please note:**

Any safeguarding concerns must be raised with DSL/DDSL as per school's safeguarding procedures.

All communications via Microsoft Teams must be recorded.

Members of staff must be dressed appropriately as if they were in school and in accordance with school's staff policy.

Children at home must be suitably dressed when communicating via Microsoft Teams.

**Concerning children who cannot access technology**

- School to survey how many children will not be able to access adequate technology throughout the school day and have lists of who these children are.
- School to provide a craft bag, an exercise book, stationary and any relevant textbook sections for children who may be absent in two week blocks.
- Teachers to have a two week pack ready to go.

**DFE Document – Remote Learning During the Coronavirus  
(COVID-19) Pandemic**

# Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

## 1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
  - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
  - DfE (2020) 'Adapting teaching practice for remote education'
  - DfE (2020) 'Guidance for full opening: schools'
  - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
  - DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
  - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'

## 2. Contingency planning

- 2.1 The school will open to all pupils at the start of the Autumn term, in line with national and local guidance.
- 2.2 The school will work closely with the LA to ensure the premises is 'COVID-secure', and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.
- 2.3 The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.
- 2.4 The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- 2.5 If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group.



### 3. Teaching and learning

- 3.1 All pupils will have access to high-quality education when remote working.
- 3.2 The school will use a range of teaching methods to cater for all different learning styles, this includes:
  - Pupil Work Packs including work sheets, comprehension tasks, reading books
  - Microsoft Teams / Class Dojo
  - Video Clips and Websites
  - Subscribed to platforms: Spelling Shed, My Maths, Purple Mash, TT Rock Stars
- 3.3 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 3.4 When teaching pupils who are working remotely, teachers will:
  - Set assignments so that pupils have meaningful and ambitious work each day.
  - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
  - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
  - Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
  - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
  - Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- 3.5 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.6 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 3.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.8 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

3.9 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

3.10 Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

3.11 Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

## **4. Returning to school**

4.1 The Headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.

4.2 After a period of self-isolation, or the lessening of local lockdown rules, the Headteacher will inform parents when their child will return to school.

4.3 The Headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

## **5. Monitoring and review**

5.1 This policy annex will be reviewed in line with any updates to government guidance.

5.2 All changes to the policy will be communicated to relevant members of the school community.