As unique individuals, we do our best at work and play for the love of God and others."

St Benedict's Catholic Primary School
Remote Learning Policy
Covid-19

Written July 2020
(Adapted from 'The Key')
Amended October 2020
To be reviewed July 2021

Specific Aims

To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class bubble

To outline our expectations for staff who will not be attending school due to self-isolation but that are otherwise fit, healthy and able to continue supporting with the teaching, marking and planning for pupils.

Who is the policy applicable to?

Every child **is expected** to attend school from September 2nd 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8℃
- A loss of, or change to, their sense of smell or taste
- Have had a positive result for Covid-19 test

This policy is intended to outline expectations for class/bubble or whole school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) and choose not return to school in September will be supported on a case-by-case basis, primarily with the use of 'paper packs' which mirror the work being taught to the rest of the class in school. If parents choose not to send their child to school (against government advice) they will be referred to the attendance policy and supported by the Head. No work will be provided unless there is medical evidence or unless pupils have been asked to isolate by the government.

Remote learning for pupils

- We will use Google Classroom in order to teach remotely and all children have been given log in details in order to access the content. For most pupils this is their first name and the first initial of their surname
- Online content will be in the form of short pre-recorded videos or short live sessions explaining concepts to the children. There will be activities to follow up.
- In the unusual circumstance that a class/bubble or the school go into "Lockdown", we will prioritise reading (Phonics for KS1 and Reception), SPAG, maths and RE.
- We have conducted a survey and have been made aware of those children who do not have a laptop, tablet, computer of mobile phone on which they can access Google Classrooms and have made contact with those families to make provision.
- We do have some workbooks that could be sent to children but the online curriculum offering will be the most closely aligned to the curriculum that they would have covered in class.
- Google Classrooms is configured to work with mobile phones.
- Children will be able to access the activities and videos on a phone/laptop or tablet.
- The pre-recorded sessions will be available to watch at a convenient time. Live lessons will be a maximum of one a day. Sessions will be no more than 15 minutes long.
- Work sheets do not need to be printed. We suggest that children write answers down in the exercise book they will be provided with. Photos can be taken and uploaded to Google Classroom or emailed to homework@stbenedicts.cheshire.sch.uk

Teacher expectations

When providing remote learning, Teachers should be available between 8.30 and 3.45pm. If this is not possible (due to sickness for example), the normal sickness reporting process should be followed.
When providing remote learning, teachers are responsible for:

- Setting work for their class or any class they are directed to provide work for in the event that another member of staff is absent.
- They should prioritise lessons in reading (Phonics for KS1 and Reception), SPAG, maths and RE and will follow the planning set for that week according to the school curriculum.
- They will provide short, pre-recorded videos explaining concepts and provide activities to enable children to practise their skills in R,W,M each day and RE twice a week.
- Work should be posted in a timely manner and before 4pm ready for the following day. An exception will be made for the first day and the expectation will be that **some** work is available that day.

- By the end of the second day, teachers should provide a timetable for the week, detailing the learning objectives that they will cover during the week.
- They will provide access to or options for online resources/ activities to enable to children to access learning in all areas of the curriculum, if parents so choose.
- We expect all children to participate in the remote learning which could be in the form of paper based activities or Google Classrooms (unless they are poorly).
- Teachers will hold a registration session every morning at 9am. All children are expected to participate. Teachers will take the register and absent pupils will be contacted following the normal procedure (Admin team will call parents and the headteacher will be informed). This will take place through Google Classroom Meet. If a child does not have the means to communicate via Google classroom, this will be discussed on a case-by –case basis.
- Teachers will respond promptly, within reason, to requests for support from families via Google Classrooms. They will respond during working hours but will not respond at weekends or in the evening.
- If a parent indicates that they cannot access the online resources, teachers should provide their phase leader (or the Head if the phase leader is also working from home) with paper copies which can be given to the parents.
- Work should be submitted via Google Classrooms and teachers will respond **if there are teaching points** to address (see feedback and marking policy). Teachers will not respond purely to give affirmation.

Supporting children with Special Educational Needs:
- When providing remote learning, support staff should be available between 8.45am and 3.30pm. If this is not possible (due to sickness for example), the normal sickness reporting process should be followed.
Supporting Children with an EHCP:
- Children will access the whole-class registration at 9am.
- Children will access Maths, SPAG and reading (or Phonics) daily. This may be the same work that the rest of the class complete, or it might be more appropriate for the children to receive alternative input. This will depend on the content being delivered. It will be accessed through Google Classroom.
- In addition to the above, TAs will support pupils remotely by providing daily pre-recorded sessions which ensure as many EHCP targets can be worked on as possible. Depending on the child's level, this may be a repetition of the same activity to aid recall; packs will be sent home to enable parents to support the pupils at home.
Supporting Children with a SEND Support plan:
- Children will access the whole-class registration at 9am.
- Children will access Maths, SPAG and reading (or Phonics) daily. This may be the same work that the rest of the class complete, or it might be more appropriate for the children to receive alternative input. This will depend on the content being delivered. It will be accessed through Google Classroom.
- Where appropriate, a pre-recorded or live session will be provided to pupils to enable them to work on their targets as detailed in the SEND support plan. Ideally this will match the frequency of the support they receive in school.

All Staff:
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.
- Staff training will be held in the autumn term to support staff in remote learning.
- Staff will adhere to the Code of Conduct and E-Safety and Acceptable Use policy at all times when interacting with pupils on Google Meet or any form of online platform.
- Staff will follow the normal school procedures for handling complaints or safeguarding concerns.
- Staff should be appropriately dressed in work attire and should avoid spaces with noisy backgrounds or distractions where possible. A blurred background is an option on Google Meet.
- TAs should attend the morning registration with their class.
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Subject Leaders:
- Should work with teachers to ensure that their subject is being given due consideration and that it is being covered in the remote learning grids each week.
- Alert teachers to resources they can use to teach their subject remotely.

SENDCO:

- The SENDCO will ensure that all SEND pupils are receiving their allocation remotely, as far as is reasonable.
- They will coordinate and monitor the provision for work being set remotely
- They will monitor the 1:1 remote sessions to ensure consistency and that they are of a high standard

Deputy Head (Curriculum Lead) :

- Will monitor and organise the remote learning offering, ensuring consistency and ensuring that Learning Objectives as per the curriculum maps are still being worked towards.
- Where it has not been possible to cover a particular object or subject from home, the maps should be altered accordingly.
- Following a bubble closure, the Curriculum lead will send out a parental survey to analyse the remote learning offering and suggest any changes to SLT.

Family (pupil/parent/guardian) role

- Parents can communicate with class teachers via Google Classrooms, by the homework@stbenedicts.cheshire.sch.uk or by contacting the school office. They should make clear to which year group the question relates.
- Parents will need to support their children (particularly the younger ones) to access Google Classrooms, upload work and access the activities. It is not necessary to print the work off. Children can read the questions from the screen and write onto a piece of paper if necessary. This can be photographed and uploaded or emailed.
- We understand that parents may also have to work and therefore we will endeavour to provide some activities which can be completed independently.
- Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work) This will be discussed on a case-to-case basis.
- Parents should inform school if their child is unwell and unable to complete the tasks set.

Supporting families with technology:

Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Remote teaching for staff who are self-isolating
Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:
  - Follow normal reporting procedure for planned absence.
- Following contact with school, the school business manager (SBM), may set up a referral to Occupational Health to support that individual.
- It is expected that staff get tested if they present with symptoms or if a member of their family has symptoms. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be asked to support with the online learning provision for the SEND pupils. Where this is not possible, or for non-teaching staff, they will be asked to work on a school project. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member or SLT for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

- If a teacher is isolating but their class remains in school, the teacher will continue to plan the work but it will be delivered by the class TA (in the short term whilst awaiting test results) or a supply teacher. Additional tasks will be set by SLT on a case by case basis.

Data protection

Accessing personal data

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

- Use the remote server to access and save material.

- In the event of difficulties with this access, contact Andy Rutherford at One Education.

- Staff should use school devices to access personal material and it should not be saved onto private devices.

- As normal, if staff need to contact parents, they should use schools comms. If ringing parents, staff should ensure that they withhold their numbers.

- **Links with other policies:**

  This policy is linked to our:
  - Child protection policy and coronavirus addendum to our child protection policy
  - Data protection policy and privacy notices
  - E-Safety and Acceptable Use Policy
  - SEND policy