



ST PETER'S
CATHOLIC SCHOOL

REMOTE LEARNING POLICY

Updated October 2020
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Due for review December 2023

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers should be available between 8.40am and 3.20pm. If there are barriers in being available during these core times (for example ongoing childcare issues), this should be discussed with line managers to ensure a sensible approach is in place for being able to provide remote learning. If they're 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.

Unplanned absences

Please ring the absence line at least one hour before your start time (01202 437207) to advise if you are not able to come in to school or are going to be delayed for any reason. Please leave your name, staff code and the reason as to why you are absent. In cases of illness please ensure that your message is more specific than "not well" or "not feeling 100%". We are required to specify reasons for absence both to certify our attendance records and as part of our duty of care responsibilities. You will need to call in on each day of absence unless you have been signed off. Please be aware that the call to the absence line is mandatory regardless of any other arrangements you have with your line manager or team for notification.

When providing remote learning, teachers are responsible for:

Setting work

Setting work during normal school opening: For students who are unable to attend school due to shielding or quarantining, work should be set that enables students to access the same curriculum content as those students in school. This should be available by 8am on the day that lesson will be taught. When setting work during Tier restrictions as whole year groups/cohorts will be remote learning, subject leaders should coordinate nominated teachers within the department to plan, prepare and resource 2 week projects that will be assigned to all classes in that subject across the year group. Projects set should:

- Include adequate work for the number of sessions indicated on the remote learning timetable for that year group
- Have a live or recorded session of teacher input at the start of the project to explain the work set to the students
- Be assigned to students using the class Microsoft Teams groups
- Have a clear explanation of what work needs to be produced, submitted and how it will be assessed.
- Have a clear deadline
- Make clear what opportunity there is for teacher contact (i.e. a live lesson, use of Teams Chat for problem solving or a Teams meeting drop in session). Teachers of classes in years 11 to 13 should provide a live lesson opportunity (or equivalent) once a week during remote learning.
- Be set within 2 working days of a tier 2 restriction being put in place. All departments to have a standby task available for each year group available so that in the event of a tier 2 restriction being implemented, work can be set for the first day or remote learning.
- Use of the Assignments tool in Teams will enable students to submit work and for teachers to provide feedback at appropriate points in the project.
- When setting work during Tier 3/4 restrictions, the same approach will be used but work may be set as discrete lessons and/or project work.
- The Remote Learning Plan shared with subject leaders provides further detail of this and should be viewed in conjunction with this policy.

Keeping in touch with students who aren't in school

- During normal school opening, tutors should make contact with their tutees (if remote learning due to shielding or quarantining) using Microsoft Teams (e.g. using the Chat facility) to check in with their tutee and support with any pastoral needs. An email should be sent to the parents to advise them that this support is in place and to facilitate positive home school communication during this time,
- During tier 2 restrictions. tutors should make contact with their tutees on a weekly basis, utilising Microsoft Teams to have live tutor sessions (this may be in small groups to facilitate discussion).
- A whole school message will be sent to parents to advise them to contact their child's tutor in the first instance if there are pastoral concerns.

- Staff will not be expected to respond to student or parent communication outside normal working hours. This is to support staff wellbeing and will be stated clearly to parents in the whole school information on remote learning sent at the start of a tier 2 restriction.
- Any concerns or complaints received by teachers should be referred through the appropriate channel:
 - Academic/subject based – Head of Department (who can seek guidance from SLT line if needed). This includes dealing with failure to complete work.
 - Pastoral – tutor in the first instance and then Year Leader
 - SEND – referred to Mrs Anne Richardson
 - Safeguarding – referred to Mike Spackman (Designated Safeguarding Lead) or a member of the Safeguarding team)

Attending virtual meetings with staff, parents and students or delivery of live lessons

- Staff attire should be suitable for meeting with parents and students
- Locations of meetings/live lessons should avoid areas with background noise, and there should be nothing inappropriate in the background.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.40am and 3.20pm (or their usual working hours if different to those stated here). If they're 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 (see information on unplanned absences above in Section 2.1). When assisting with remote learning, teaching assistants are responsible for:

- Supporting students who aren't in school with learning remotely:
 - Making contact with the student and parents that have been assigned to their group for monitoring
 - Provide support based upon individual need (this may be for specific subjects or across all subjects dependent on need).
- Attending virtual meetings with staff, parents and students or delivery of live lessons:
 - Staff attire should be suitable for meeting with parents and students
 - Locations of meetings/live lessons should avoid areas with background noise, and there should be nothing inappropriate in the background.

2.3 Subject Leads

Alongside their teaching responsibilities, 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 remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school overseen by Mrs R. Gould (RGD)
- Continually evaluating and refining the remote learning approach based upon feedback from staff, students and parents.
- Monitoring the effectiveness of remote learning through regular meetings with subject leaders (this may be in school or remotely via Microsoft Teams).
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

The DSL (Mr M Spackman) is responsible for safeguarding and leading the safeguarding team.

2.6 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 remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting students and parents with accessing the internet or devices

2.7 Students and Parents

Staff can expect students learning remotely to:

- Be contactable during the school day – however as students may not always be in front of a device the entire time, this may be at an alternative time to when they would normally have their lesson/tutor session.
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely 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 and to engage constructively with support offered
- Be respectful when making any complaints or concerns known to staff

2.8 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

3. Who to contact

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

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the tutor or relevant year leader
- Issues with IT – refer to IT Services
- Issues with their own workload or wellbeing – talk to their line manager or Chaplaincy
- Concerns about data protection – talk to the data protection officer (Mr I Brown)
- Concerns about safeguarding – talk to the DSL (Mr M Spackman)

4. Data protection

4.1 Accessing personal data

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

- Access SIMs either from within school or from home using the Remote Desktop Server
- Access to this data should be on school devices (laptops) as these are password protected.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please refer to the whole school Safeguarding policy

6. Monitoring arrangements

This policy will be reviewed termly by the Deputy Headteacher. At every review, it will be approved by the full governing body.

7. Links with other policies and documents

This policy is linked to our:

- Behaviour policy
- Safeguarding policy and coronavirus addendum to our safeguarding policy
- Data protection policies and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- St Peter's Remote Learning Plan (for implementing tiers of restriction)