



St Mary and St Pancras CE Primary School

Remote Learning Policy

DATE APPROVED BY THE ST MARY AND ST PANCRAS CE SCHOOL BOARD OF GOVERNORS	January 2021		
NEXT REVIEW DATE	January 2022		
SIGNED (HEADTEACHER)	Ms Jules Belton	DATE	Jan 21
SIGNED CHAIR OF THE GOVERNING BOARD	Will Hall Sam Hopcroft	DATE	Jan 21



STMP Remote Learning Policy

January 2021

1. Aims

This Remote Learning Policy aims to:

- Clarify the nature and operation of remote learning.
- Outline the school's approach to remote learning for statutory-aged pupils who are not able to attend school, due to self-isolation or restrictions linked to coronavirus.
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work.
- Ensure that remote learning is ready to be provided as soon as it becomes necessary.
- Provide consistency in the approach to remote learning for all pupils, including those with SEND, using quality online and offline resources.
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning.
- Ensure that the school continues to deliver a high quality, broad curriculum and support pupils' well-being and learning needs.
- Check that pupils learn new facts and concepts, as well as reinforcing prior learning.
- Ensure that pupils engage in learning they would have completed had they been in school as normal.
- Check that online tools are used effectively to enable appropriate interaction with pupils, the assessment of their work and the provision of feedback.
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are implemented. Support effective communication between the school and families so that parents and pupils can access and make the best use of resources.
- Ensure that pupils who lack any necessary equipment have this sourced for them through delivering a blended approach to home learning.

2. Definition of Remote Learning

Remote learning is the process of teaching and learning performed at a distance, where pupils learn remotely from each other and their teachers, rather than in person. The learning experience provided to pupils mirrors as closely as possible that of a lesson taught in the classroom environment when the teacher and pupils are in the same place. Remote Learning by definition does not require technology or necessarily to take place online; we recognise, however, that online learning will in most cases better support the delivery of the curriculum. By this definition, remote learning can involve a blended approach of live (synchronous), part-live, pre-recorded (asynchronous) and digital/written/paper-resourced lessons; the balance of which will depend on the learning, subject, pupils' age and needs, with schools mindful of their access to hardware/Wi-Fi.

Further information can be found on our website - 'STMP Remote Learning Definition'.

3. DfE Guidance

The DfE Guidance states:

‘In the event that a student cannot attend class as a result of the coronavirus outbreak, ministers have made it clear that schools are required to ensure that they have “immediate” access to remote learning. According to the government guidance on opening schools, last updated on 1 October, where a pupil is unable to attend school because they are complying with clinical or public health advice, “we expect schools to be able to immediately offer them access to remote education”. On 30 September, the government used temporary continuity direction powers which will place an obligation on schools to provide swift access to remote education if pupils can’t make it into school because of the pandemic. These powers came into effect on 22 October, and the DfE says.

- This provision should start from the first full school day a child has to remain at home.
- Schools may consider different forms of remote education such as printed resources or textbooks, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Neither the direction nor the expectations set out in guidance require the live-streaming of lessons.
- If some pupils do not have access to devices, schools can distribute school-owned laptops accompanied by a user agreement or contract. They can also remind pupils that access is also possible through large-screen smartphones. Additionally, textbooks can be used at home to provide a structure to learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- When teaching pupils remotely, the DfE expects schools to plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupil's special educational needs remains in place. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- Schools will be signposted to the remote education support package and encouraged to access these resources. Regional schools’ commissioners (RSCs) can also take supportive measures to help schools in their region with remote education.’

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE’s requirements in respect of remote learning, underpin our approach:

- Previous remote learning will inform planning.
- Pupils will study a broad range of subjects, including all aspects of the National Curriculum.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Those who cannot attend school will access similar learning to that which their peers or bubble are completing within school wherever possible.
- Activities will be varied and not solely consist of ‘screen time’; for example, practical research activities, reading real books, home-based problem-solving.
- Teachers will have access to a wide variety of resources to share remotely, such as Google Classrooms, The Oak National Academy, BBC Bitesize, Oxford Owl etc.

Staff must have the training they need to provide online learning safely, including regular updates, whole school INSET, individual advice and guidance.

- Teachers will communicate the purpose of activities and their success criteria for pupils, by sharing learning objectives and anticipated outcomes, as appropriate.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by ensuring full engagement in activities and programmes.
- COVID catch-up funding will be used effectively to support pupils to progress along with their peers and not fall behind.
- Staff workload will be managed by senior leaders.
- Leaders will measure pupil engagement in remote learning by various means and use this information to review the format and delivery of provision and make changes as necessary.

5. Resources

Resources to deliver Remote Learning within our school may include online tools/school subscriptions: e.g. Google Classrooms, Mathletics, Bug Club, Oxford Owl. Other resources include:

- Use of video and / or audio for exploring aspects across the curriculum.
- Printed learning packs to supplement remote learning and ensure participation.
- Information for parents on remote education and their role within this.
- Staff CPD on various aspects of remote learning.

6. Roles and Responsibilities

6.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 4.30pm daily. 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 by contacting the Headteacher by 7am. If it affects the completion of any work required, they must ensure that arrangements have been made with SLT to ensure work is completed.

Teachers are responsible for:

- Doing what they reasonably can, through effective weekly differentiated planning, to ensure that pupils engage in learning they would have completed had they been in school as normal.
- Provide a blended learning approach to home learning through use of a digital platform as well as paper packs for those unable to access a device.
- Providing high quality lessons through pre-recorded lessons and assignments posted daily on Google Classroom. These will range from pre-recorded lessons by the class teacher and use of Oak Academy resources. *Please note, live lessons will not be scheduled at this time due to high demand for accessing devices within households (siblings, secondary age pupils, parents working from home) and the difficulties this presents with timetabling.*
- Ensure children and parents know how to complete assigned work, submit it, use templates, take photos of written work and upload etc.
- Mark children's work and provide regular feedback.
- Monitor individual pupil engagement. For those children engaging in learning through paper packs, conduct a weekly learning phone call to provide support and feedback.

- Deliver online safety lessons to children using the 'Think you know' resources to support them at a time when they will be spending much more time online.
- Allocate activities on Athletics and Bug Club.
- Staff will continue to attend weekly virtual CPD meetings and phase meetings as appropriate.

Keeping in touch with pupils and parents:

- Via the class communication stream and private message function in Google Classroom.
- Parents to be called if pupils are not engaging in the home learning.
- Any issues that are received are to be dealt with professionally by the class teacher. If necessary teachers to contact a member of SLT for advice.
- Withheld numbers may be used as teachers can use their mobile phones from home. Contact details can be accessed from Integris, please ensure you log off and do not share information with a third party. Record all contacts with parents on CPOMs and add any relevant actions.
- Example CPOMS comment 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.' Alert the safeguarding team with any immediate concerns via telephone.
- Contact should be polite and encouraging. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.

6.1a In the event of individual pupil self-isolation- Class Teacher/SLT responsibility

Weekly home learning to be set via Google Classroom for all individual pupils who find themselves in isolation or paper pack provided.

- Children in isolation are tracked daily and work is allocated as soon as possible once a child has been identified as self-isolating
- Daily lessons span across the curriculum, lessons are closely matched to the curriculum delivered in school.
- Work is tailored to each pupil and those with SEN have individual work provided.
- Lessons for these pupils come from Oak Academy and other online sources.

6.2 Support Staff

Support Staff must be available between 8.30am – 4pm, Mon to Fri. During times of national or local restrictions, support staff will provide our onsite provision for vulnerable children and those of key workers, enabling teachers to facilitate remote learning. Onsite provision will include supporting those children with accessing daily lessons on Google Classroom.

They are expected to check work emails and be available when called upon to support the children with their learning.

Support staff will also undertake virtual CPD sessions as directed by SLT.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure by contacting the Headteacher by 7am.

Support Staff are responsible for:

- Supporting pupils onsite with learning remotely
- Attending virtual meetings as requested
- Photocopying and disseminating paper home learning packs under the direction of their class teacher.

6.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for supporting teachers with setting relevant online learning via Google Classroom. This includes signposting to relevant resources.

6.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. DHT to ensure consistency across year groups and monitor effectiveness of provision.
- Ensure staff, parents and children benefit from appropriate guidance about remote learning.
- Engage in regular meetings with teaching staff to evaluate the effectiveness of remote learning and identify/respond to any issues.
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect.
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

6.5 Designated safeguarding leads

The DSLs are responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- See the COVID-19 amendments to the Safeguarding and Child Protection Policy

6.6 Home-School Partnership

Our school is committed to working in close partnership with families, and providing remote learning in different ways, including when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND).

We will provide guidance to parents on how to use remote learning to support and guide their children. Resources will be shared with pupils and parents through a range of methods. We would encourage parents to support their children's work and to establish a regular routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school so that other arrangements can be made.

Communication between families and the school will continue to follow the school policies and protocols. The School will attempt to respond promptly to requests for support from families at home by effective communication and updates.

Staff can expect pupils to:

- Be contactable during the hours of the school day 8.50am – 3.30pm – although they may not always be in front of a device the entire time.
- Seek help if they need it, from teachers.
- Alert teachers if they're not able to complete work.

Staff can expect parents to:

- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
- Seek help from the school if they need it using our school website or through contacting the school office.
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources.
- Make the school aware if their child is sick or otherwise can't complete work.
- Be respectful when making any concerns known to staff.

6.7 Governing Body

The governing body is responsible for:

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

7. Data Protection

7.1 Accessing Personal Data

All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.

Teachers are able to access parent contact details via Integris using a secure password. Do not share any details with third parties and ensure Integris is logged off.

SLT have the ability to locate personal details of families when required through securely accessing Integris. SLT are not to share their access permissions with other members of staff.

7.2 Sharing Personal Data

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

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

7.3 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).
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Storing the device securely to avoid theft.
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates.

8. Safeguarding

Our Safeguarding and Child Protection Policy includes an Addendum for Remote Education. This policy is available on our website.

9. Monitoring Arrangements

This policy will be reviewed by SLT as and when updates to home learning are provided by the government.

10. Links with other Policies (all can be found on our website)

This policy is linked to our:

- Remote Education: Information for Parents document
- Positive Learning Behaviour Policy
- Safeguarding and Child protection policy and including Covid-19 and Remote Learning Addendums
- Data Protection Policy and Privacy Notices
- ICT and internet acceptable use policy
- Online safety policy