

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

SERVING THE COMMUNITY

Remote Learning Policy

Our Mission Statement

With Christ at the centre, we live, love and learn together,
reaching out to all.

Together, with Jesus, we can do it!



Vision:

‘Only the best is good enough’

Introduced: 2nd Sept 2020

Date of next review: Sept 2021

Signed: Mrs J. Cook-Hannah

Role: Chair of Governing Body

Adopted by the Governing Body: 25th October 2020

Statement of intent

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 that are linked to the school's curriculum expectations.
- 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'

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
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Children Missing Education Policy

Home and School Partnership:

Holy Family School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Holy Family School will provide information to parents on how to access our school's online portals: Seesaw / Evidence Me. Evidence Me (previously 2Simple) has been used by the school for a number of years in our EYFS and Seesaw has been introduced to provide online learning since September 2020. Further support will always be provided as and when needed. We also have class email accounts and our school website which the school has used when schools went into lockdown in March 2020.

Where possible, it is beneficial for children to maintain a regular and familiar routine. Holy Family School would recommend that each 'school day' maintains familiar structure for children and we will therefore provide a timetable that may support parents to provide such a structure. (Please refer to Appendix 1)

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

Children are supported through E-safety learning at school by our school Learning Mentor and also via our Computing lessons throughout the year from Class Teachers. Our E-safety rules apply when children are working on computers at home.

Resources:

Resources to deliver this remote education for individual children and / or class bubbles include:

- Third party software and service providers, including online tools for EYFS KS1 KS2 (*including but not limited to, for example, [Evidence Me /Seesaw/ Teams / Zoom etc)*
- EYFS – Evidence Me will be used to set and respond to individual children's work.
- KS1& KS2 – Use of Seesaw to set and respond to individual children's work.
- Use of Teams/Zoom for well being/catch up where applicable.
- Use of instructional videos through Oak Academy, White Rose Maths, Literacy Tree.
- Use of collective worship materials and assemblies – Liverpool Archdiocesan Education resources / CAFOD
- Phone calls home – By Class teachers and Learning Mentor.
 - For individual children who are self-isolating this will be every few days by the Learning Mentor/Office staff.
 - For children who are self-isolating as part of the class bubble this will be on a weekly basis by staff in the class through Seesaw or phone calls for non- engagement.
- Printed learning packs – sent weekly / fortnightly for those unable to access technology.
- Physical materials such as exercise books – each child will be given a resource pack to store at home ready to use in the event of self-isolation.
- ALPSIT (Archdiocese of Liverpool Primary School Improvement Trust) Home Learning Pack – providing links to numerous online learning activities
- English – BBC bite size. Oak Academy, Reading Plus, Reading Eggs, Literacy Tree.
- Maths – White Rose maths, TT Rockstars, Oak Academy
- Science – Oak Academy, BBC Bitesize
- Foundation Subjects – Staff will upload work activities and resources onto see-saw from their own planning, BBC Bitesize, Oak Academy.
- PE – challenges uploaded onto Seesaw / Evidence Me / Knowsley School Sports Partnership etc.

Safeguarding During a School Closure:

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the

community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL) 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.
- The DSL / DDSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL / DDSL will arrange for regular contact with vulnerable pupils, with additional contact arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored.
- The DSL/ DDSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

Roles and Responsibilities:

Teachers:

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school. Holy Family School will provide a refresher training session and induction for new staff on how to use Evidence Me /SeeSaw/ Teams/ Zoom.

When providing remote learning, teachers ideally are available Monday-Friday during usual working hours but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available. 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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible.
 - Daily work, timetable and website links will be uploaded to the child's portfolio.
 - Work packs will be available to collect from the school office in a socially distanced way for children who do not have access to the internet.
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted guaranteed teacher response and comments as soon as reasonably possible.
 - All foundation / curriculum tasks submitted to teachers will receive a comment by the end of the week.
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
 - When individual children are self-isolating, class teachers will alert the learning mentor/Office staff to concerns about a child's lack of engagement and they will make initial calls.
 - When a whole class bubble is self-isolating, it is the responsibility of all staff who work within the bubble to make contact with any child's parents who are not engaging with their home learning.
 - All parent/carer queries/concerns regarding anything other than school work should come through the school channels via ParentApp or school email: holyfamilyhalewood@knowsley.gov.uk
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL / DDSL and follow the schools reporting process

- Teachers may host an online session with pupils once a week for all pupils (a minority of pupils in the class may require a further meeting to support their learning or wellbeing). These must only be held via the school's agreed platform. These sessions are not intended to be online direct teaching sessions but instead an opportunity to see and 'catch up' with the class as a group to support their wellbeing through PSHE activities and celebrations of learning that week.

Teaching Assistants:

Teaching assistants must be available between their working hours. 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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT or their class teacher. These tasks may include but are not limited to –

- Providing positive comments to foundation subject work posted by children
- Monitoring engagement in programmes such as TT Rock stars/Reading Plus and notify the class teacher when children are not engaging in these programmes
- Support teachers with the delivery of online learning.
- Teachers / Learning Mentor will make calls to families regarding non-engagement to identify any possible problems. Teaching Assistants can offer this support too if they wish.

Senior Leaders:

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – This will be through regular meetings with teachers and subject leaders, reviewing the work set and monitoring feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Identifying which families may have no access to the Internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery.
- Oversee the ongoing wellbeing and CPD of staff.

Designated Safeguarding Lead:

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians - Service level Agreement provided by the LA:

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Supporting the security of remote learning systems and highlighting any data protection breaches to the data protection officer
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

SENCO:

Liaising with the IT technicians 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 EHCP(Education and Health Care 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.

Learning Mentor:

- Ensuring that pupils who are self-isolating individually have access to remote learning organised by the class teacher.

- Liaising with the Headteacher and other organisations to make any alternate arrangements for pupils who are vulnerable (ie have a social worker / care plan or have been identified by the school as vulnerable.)
- Ensure that all vulnerable children are supported and contacted when a class bubble is self- isolating.
- Supporting children’s engagement with online / home learning where this has been identified as requiring support.

Pupils and parents:

Staff can expect **pupils** learning remotely to:

- Try their best to complete work set by teachers.
- Do some reading (or listen to some reading) every day
- Seek help if they need it, from adults at home or teachers.
- 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.
- Be respectful when making any concerns known to staff.
- Support their child(ren) as best they are able given their own home circumstances, health and work commitments.

Governing Body:

The governing body is responsible for:

- Supporting staff and pupil wellbeing.
- 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.
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only.
- During an enforced lockdown, keeping monitoring to a minimum by focussing on safeguarding, health and safety, Headteacher and staff wellbeing and (to a lesser extent) the school’s approach to providing remote learning for pupils;
- Directing any approaches by parents made to them directly or indirectly to the school via email to holyfamilyhalewood@knowsley.gov.uk;

Links to other policies:

This policy is linked to our:

- Safeguarding and Child Protection Policy and Procedures
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct – Staff and Pupils

Annexe 1: Contingency Plan

Scenario 1:

Individual child and/or siblings are off while waiting for test results/ self-isolating but the rest of the class bubble are in school.

- Parent/carer updates school via the Parent App to notify of self-isolation / waiting on a test.
- Office staff will phone and ask if Seesaw/ Evidence Me is accessible from home, if not paper copies will be arranged to send home. Online links to materials, such as White Rose maths videos, will be shared through Evidence Me / Seesaw. Feedback will be given as soon as reasonably possible.
- Teacher will be notified and the teacher will set work for the child as soon as is practical on the first day of absence. Learning resources provided will be in line with what their peers are learning in school
- Paper copy (1 or 2-week package) to be arranged by class teacher and sent by office staff to any child with no access to technology.

Scenario 2:

Where the whole class is self-isolating due to a positive COVID-19 test (including staff) or a local/ national lockdown.

- Lessons shared with children will follow the teaching sequence and timetable that they follow in school.
- Work will be set through Seesaw/ Evidence Me with feedback given as soon as reasonably possible.
- If the class teacher is self-isolating or has tested positive for Covid-19 and is unable to provide work for the class, a qualified member of staff will assist with the online learning.
- Work will be uploaded regularly each week.
- Teachers will be available each day to communicate with their class.

The following home learning activities will be available for pupils who are not able to attend school:

Classes:	Activities using online platforms.E.g. <i>SeeSaw etc</i> / Paper based activities for children with no access to online learning
Nursery & Reception	<p>PSED: Daily conversation. Talk with a grown up about a given topic or theme.</p> <p>RWI: Daily sound which is progressive in line with RWI programme. Included is a variety of words that contain that sound and children will participate in 'Fred Talk' which encourage children to segment the sounds in the word</p> <p>English: Writing: Daily letter formation. (Linked to RWI). Children will be invited to practise letters covered within RWI. Reading: Children to listen to a traditional tale / story. Encourage children to respond to and talk about aspects of story / characters etc. Physical Development: FINE motor: pencil control / tracing, scissor control. Daily activities based around these skills.</p> <p>GROSS: Cosmic yoga (video), Go noodle physical activities).</p> <p>Communication & Language: Daily conversation around theme. Encouraging children to talk using increased vocabulary. Daily Nursery rhymes.</p> <p>Maths: Daily counting and number rhymes. Number focus daily (as appropriate). Daily counting. Progressive following White Rose maths programme.</p> <p>UW / EAD: Daily activity based around current theme.</p>
KS1 (Year 1 & Year 2)	<p>RE/PHSE - 30min - This will follow our long term plans and mirror what would have been taught in school.</p> <p>Maths - 1hour - This year we are following the White Rose Maths Scheme of Work. This would continue during any form of lockdown or class isolation. It has teacher videos and worksheets for the children to complete. It is a progressive scheme that will allow the children to access the work that would have been taught in class. 30min – Maths Revisit – This is a daily routine that we have in school already and can be set via remote learning.</p> <p>Number Bonds/Timestable Rockstars – 30min – Daily Number Bond Videos/Activities</p> <p>English - 1hour - We aim to use Oak Academy English which is again teacher led videos including work.</p> <p>KS1 – Phonics - 30min – RWI videos will be set</p> <p>Foundation subjects on a rota via class timetable e.g. Monday –Science, Tuesday - Geography/History etc, All foundation subjects can be taught through ppts and videos set.</p>

Years 3 - 6	<p>RE/PHSE - 30min - This will follow our long term plans and mirror what would have been taught in school.</p> <p>Maths - 1hour - This year we are following the White Rose Maths Scheme of Work. This would continue during any form of lockdown or class isolation. It has teacher videos and worksheets for the children to complete. It is a progressive scheme that will allow the children to access the work that would have been taught in class. 30min – Maths Revisit – This is a daily routine that we have in school already and can be set via remote learning.</p> <p>Number Bonds/Timestable Rockstars – 30min – Daily Number Bond Videos/Activities</p> <p>English - 1hour - We aim to use Oak Academy English which is again teacher led videos including work. KS2 - Reading Plus - 30min – This is a programme children are all familiar with and use at home already</p> <p>Foundation subjects on a rota via class timetable e.g. Monday –Science, Tuesday - Geography/History etc, All foundation subjects can be taught through ppts and videos set.</p>	
Arrangements for checking the work of children self-isolating	Individual children who are self-isolating - teacher will set work on Seesaw/Evidence Me daily and respond at least weekly	Individual children who are self-isolating, Learning Mentor/Class Teacher / Teaching Assistant / Office staff to ring weekly to check regarding suitability of work and any problems and liaise with Class teacher who will follow up on any difficulties
Arrangements for checking the work of children during a wider school closure	<p>Class bubble who are self-isolating</p> <p>The teacher will set learning for the day and respond as soon as reasonably possible for all English and Maths activities and within a week for all foundation subjects.</p> <p>Work will be set daily.</p> <p>Communication will be via online platforms and if not internet/engagement with the work, via a phone call.</p>	

Expectation of the parent/carer:

We expect parents/carers to support their child's education at home. Evidence Me /Seesaw and paper activities can be accessed at any time of the day, suitable for the individual family.

In the event of a self-isolation / closure and the child will not engage in home learning tasks, we would urge parent/carers to contact school via telephone (0151 282 8971) or email (holyfamilyhalewood@knowsley.gov.uk). A member of staff will contact you to discuss barriers to learning. The Class Teacher and/or Learning Mentor may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Seesaw activities can be completed by the child at any time of the day, at a time suitable for the family.

The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.

Online Safety:

This section of the policy should be read in conjunction with the school's E-Safety Policy. All staff and pupils using video/audio communication must:

- Communicate in groups – one-to-one sessions are not permitted (unless agreed by SLT);
- Wear suitable clothing – this includes others in their household;
- Be situated in a suitable 'public' living area within the home with an appropriate background;
- Whilst 'private' living areas within the home offer less distractions, such as bedrooms, these are not permitted during video communication;
- We encourage children to have an adult in the room with them;
- 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/audio material without permission;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they are visible.

The school will consider whether one-to-one sessions (with an adult at home present in the room) 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 SENDCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy. 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. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary if possible. 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. The school will provide parents with an Acceptable Use Policy for Remote Learning. It will be taken that if a child participates in a remote learning session then the parent agrees to adhere to the procedures in the agreement. The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology e.g. ensuring that their internet connection is secure.

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.
- 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.

School Day and Absence:

Pupils will be present for remote learning from Monday to Friday.

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. 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 via seesaw if their child is unwell and unable to take part in a class virtual learning session. The school will monitor absence in line with the Attendance Policy.