Remote Learning Policy and Contingency Plan
St. Paul and St. Timothy's Catholic Infant School

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Rationale

In the event of a school/class closure, St. Paul and St. Timothy's Catholic Infant School is committed to providing continuity of education to its children and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of children and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather, broken boiler, industrial action) or a short-term absence.

Remote learning may also be appropriate in situations when children, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or long-term illness, assuming children are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, children are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to students who are absent from school, in contravention to school or government guidance. This may apply, for example, if parents/carers choose to take children on holiday during term time. Similarly, this would apply if parents/carers made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Aims

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection
- Support effective communication between the school and families and support attendance

Roles and Responsibilities

Teachers are responsible for:

Setting work via the school website and Remote Learning Platforms.

- There will be an overview of what will be expected weekly.
- It will mimic the curriculum taught within school, so as not to disadvantage any child.
- Typically, it will include a Mathematics, English and Foundation Subjects or topic-based activity.
- It should be set weekly, not daily, and give parents/carers an overview of expectations for the week.
- No teachers will be expected to be filmed for lessons to be published online (unless they choose to do so).

Children without access to electronic devices or internet will have access to:
- A laptop/tablet on loan from school and/or data card (where possible) or
- Printed resources/packs for children who do not have suitable online access. These packs include resources such as letter and number formation, place value cards, 100 squares, numberlines. Activities and tasks will be set using these resources.

Providing feedback

- Feedback through our Online Learning Platforms (OLP) are permitted and expected at varying levels depending on the situation – see appendix A2
- Dates when setting work are shared via the OLP, School Website or ParentApps.

Keeping in touch with parents/carers and children

- The School Website, OLP, Twitter and ParentApps will be used for sharing information
- In the event of a class or whole school lockdown, class email accounts will be activated for specific contact purposes. Parents/carers will be advised of this at the time. Staff will check these periodically and endeavour to provide a timely response.
- Any concerns should be dealt with as per school policy – Class Teacher, Year Head, Deputy Head Teacher then Head Teacher.
- Any child protection or safeguarding concerns should follow relevant policies and staff use CPOMS as the primary method of reporting.
- Be alert to any signs or effects on pupils' mental health that are also safeguarding concerns, and act on these concerns immediately
  For children at home, staff will look out for signs such as:
    o Not engaging with remote learning activities

- o No contact from children or families
- In the event of a class closure a message will go out via ParentApps regarding remote learning. (see appendix A3 and A4)

Year Heads and Class teachers will be responsible for the above (unless stated), with support provided by SLT if required.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set and gathering feedback from children and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Reporting to Governors on curriculum and remote learning

Designated Safeguarding Lead

The DSL is responsible for:

- Continuing to follow the principles set out in Keeping Children Safe in Education.
- Acting on any concerns immediately – whether those concerns are about staff/volunteers working on site or remotely.

Other roles

Computing/Online Learning staff are responsible for:

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

Children and parents/carers

Staff can expect parents/carers with children learning remotely to:

- Support their child/ren to complete work set by teachers
- Alert teachers if they need advice or their child is having difficulty completing any work
- Make the school aware if their child is sick or otherwise can't complete work

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
- Ensuring staff wellbeing by monitoring workload

Data protection

Accessing personal data

When accessing personal data e.g. email addresses, all staff members will:

- Use a school device provided, rather than a personal device.
- Remote access to be used only through agreement with HT

Sharing personal data

Staff members may need to collect and/or share personal data (e.g. between teachers and year heads or technicians etc.) such as email addresses 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.

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
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Relationships and Behaviour Policy
- Data Protection Policy and Privacy Notices
- Online Safety Acceptable Use Policy

Appendix A1 - Government Guidance

Remote education support

Where a class, group or small number of children need to self-isolate, or there is a local lockdown requiring children to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of children are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching children remotely, we expect schools to:

- set activities so that children have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well children are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to 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

We expect schools to consider these expectations in relation to the child's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

In school, there are a number of different scenarios where remote learning may be required. This guide sets about explaining the necessary actions for each eventuality.

St. Paul and St. Timothy's Catholic Infant School – Remote Learning Offer
A guide for parents/carers

Scenario:	Length of time:	What can I expect from school? Contact, Remote Learning Offer and Feedback:
My child is at home with symptoms of an infectious disease waiting for a test result.	Approximately **48hrs** – until test result comes back. If you can't get a test contact school for advice.	**Contact:** Telephone conversation with office staff to establish start and end of isolation. *If your child is symptomatic and therefore ill, they will not be expected to do any school work until they are well enough.* **Remote Learning Offer:** Your child can practise their reading book at home, you can ask them questions about the book to develop their comprehension skills and they can practise their handwriting by copying from their reading book. They will also have access to Seesaw and any current tasks set on there for their class. Your child's class teacher will then consider what else they may need. **Where will I find the Remote Learning Offer?** On Seesaw **Feedback:** No formal feedback at this stage. Some activities and programmes have feedback built in.

LEVEL 2 **My child is at home with a positive test result – they have a confirmed case of an infectious disease.**	Speak to GP or 111 for advice on isolation. Contact school to confirm length of isolation.	**Contact:** Telephone conversation with office staff to establish start and end of isolation. Your child's class teacher will also contact you via phone, email or ParentApps. *If your child is symptomatic and therefore ill, they will not be expected to do any school work until they are well enough.* **Remote Learning Offer:** You can access the main Online Learning Platform (OLP) – Seesaw. This will include activities for each year group for our SPST Curriculum, including foundation subjects and cross curricular activities with links /downloads for Oak Academy etc. **Where will I find the Remote Learning Offer?** On Seesaw or via instructions from your child's class teacher via telephone, email or ParentApps. **Feedback:** Class Teachers will acknowledge any completed work and will comment as and when appropriate. Future plans will be amended in response to children's needs.
LEVEL 3 **My child is at home because my child's class is closed for more than 48hrs.**	**2 days to 1 week**	**Contact:** Letter and message from school advising of class closure to establish start and end of closure. Your child's class teacher will also contact you via email or ParentApps. *If your child develops symptoms and is therefore ill, they will not be expected to do any school work until they are well enough.* **Remote Learning Offer:** There will be a bank of suitable activities on the school OLP – Seesaw – for the week. They will include planning for each year group for core and foundation subjects and/or cross curricular activities with links/downloads for Oak Academy etc. Any additional work will emulate the planned, in-school curriculum. Teachers who are isolating and fit to do so, will work from home to create content. Weekly remote activities will be set to include: *Maths, English, Phonics, RE, Foundation Subjects/Topic work.* Teachers will be responsible for ensuring that children have access to lessons/activities whether paper-based or online. *Adapted work* will be planned for children to meet their individual needs. Regular updates will be shared via telephone, Seesaw, the school website, Twitter and ParentApps – good examples of children's work, messages of support, reminders about

		online learning and general feedback. Any supplementary activities are to be agreed with SLT before being shared on any platform. **Where will I find the Remote Learning Offer?** On Seesaw **Feedback:** Class Teachers will acknowledge any completed work and will comment as and when appropriate. Future plans will be amended in response to children's needs. General feedback given through Twitter, email or ParentApps. Personal feedback given as appropriate via Seesaw. (Any paper-based work to be labelled with your child's name and placed in your child's reading book bag on their return to school. This will need to be quarantined before marking).
LEVEL **4** **My child is at home because the school is closed completely due to a full lockdown or other reason.**	**Unknown timescale**	**Contact:** Letter and message from school advising of school closure. Your child's class teacher will also contact you via email or ParentApps. *If your child develops symptoms and is therefore ill, they will not be expected to do any school work until they are well enough.* **Remote Learning Offer:** All teachers to follow any specific DFE guidance published at the time. Teaching and learning activities will be as above s**ee LEVEL 3.**

Work should meet the needs of the individual child. Paper copies will be provided for those who do not have access to online platforms.

Considerations:

Scenario 1: In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other children in isolation, homework activities and the weekly planning for the rest of the class. A member of school or supply staff will supervise the class. Teachers will use an online platform such as Zoom or Teams to access the classroom throughout the week.

Scenario 2: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

A member of school or supply staff will take classroom responsibilities including remote learning with the support of the SLT and online learning team.

Scenario 3: In the event of a class teacher being unwell and unable to deliver remote learning during a class closure or whole school closure

In event of this happening the school would identify staff to support the children with their learning. This will initially involve the staff from the same year group. If 2 or more teachers are unwell in the same year group, then the school would identify staff to support classes. If this could not happen, it may result in the children having limited access to teaching during the day.

Other considerations:

Designing activities that are accessible for children - where appropriate, school will create resources that are easy to print / view / modify on mobile devices, such as pdf file types.

Ensuring remote education is accessible offline - we will provide alternative formats such as a hard copy for children who cannot access learning online.

Ensuring remote education practices are inclusive - Approaches and support will be tailored to individual needs in coordination with the SENCO. This might include further communication via telephone or the need for adapted resources.

Using technology - We use the following online platforms: Seesaw, Oxford Owl and Busy Things. These will be used in class and will be accessible from home. Children at home and in school will have equal access to these platforms and work will be tailored to the learning journey of each child. The school website also contains details of planning for each year with links to the Oak Academy videos/ lessons/ activities embedded within them. (See above for those unable to access online platforms).

Providing training - we will continue to provide interactive guides for parents/carers to access as necessary. There will be further training for staff as we develop our remote learning systems.

Keeping a focus on effective teaching practice - Providing learning opportunities should follow the same principles as teaching a classroom lesson – revisiting/making links with prior learning, chunking up new knowledge, explanations or modelling, scaffolding, opportunities for practice, learning checks.

Feedback and assessment - should be brief and manageable so as not to create an excessive workload. Whole class feedback, reminiscent of our school feedback policy will be implemented. Informal assessment through a mixture of quizzes, digital tools and modelling of good answers can also be used.

<u>Appendix A3 – Message to parent/carer for single family isolation</u>

Dear parent/carer,

We hope you are keeping well.

During your child's absence, there will be some tasks set on our online learning platform – Seesaw. If your child is well enough to engage, you will find some suitable and relevant activities for you to use.

If you require any help or assistance please contact admin@spst.liverpool.sch.uk who will forward your email to the relevant member of staff.

Kind regards,

Joanne Starkey
Head Teacher

<u>Appendix A4 – Message to class in the event of closure</u>

Dear parents/carers,

I hope you're all keeping well.

Due to the closure of your child's class, our teachers will be setting work on the school online learning platform – Seesaw.

The class email address: name@spst.liverpool.sch.uk will also be reinstated to contact the staff if needed.

We look forward to seeing you engaging in some maths work, reading some of your writing and seeing some of your art work. Please post pictures of your child's work on Seesaw.

Kind regards,

Joanne Starkey
Head Teacher

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