



# St Thérèse of Lisieux Catholic Multi Academy Trust

English Martyrs CVA



## Remote Learning Policy July 2020

<b>Audience:</b>	<b>All CMAT Academies</b>
<b>Approved:</b>	<b>17.7.20</b>
<b>Other related policies:</b>	<b>Online safety policy</b>
<b>Policy Owner:</b>	<b>Louise Wilson – Chief Executive Officer</b>
<b>Policy Model:</b>	<b>Compliance – all CMAT academies use this policy</b>
<b>Review:</b>	<b>Annually</b>
<b>Version Number:</b>	<b>1.0 (July 2020)</b>

*STL CMAT schools are now fully open to all pupils and operating a full timetable of lessons.*

*Should any pupil test positive for Covid-19 English Martyrs CVA will provide any work via class dojo but not on-line if the pupil is unwell. Should any pupil be off for a period of isolation with or without Covid-19 but are fit and well, parents may contact the school to request access to 'on-line' lessons; it will be at the discretion of English Martyrs CVA as to the number and frequency of on-line lessons that can be provided during the pupil's absence.*

*In the case of any future lockdowns, where English Martyrs CVA is required to fully or partially close, staff will revert to the timetable as set out in this Remote Learning Policy.*

**Approved by:** Alison Chambers **Date:** 17.7.2020

**Last reviewed on:** 15.11.2021

**Next review due by:**

## I. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils 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
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31
- Ensure clarity with the amount of learning time for each area

This remote learning policy has been written as guidance for staff and parents during the time that schools are closed due to COVID-19 and beyond. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families. The school's usual Safeguarding/Online Safety Policy and Acceptable Use Agreements still apply.

**Where students are unable to access remote work through access to a computer and the internet, class teachers will provide access to paper copies of the work to students periodically.**

## 2. Roles and responsibilities

*As a school we are currently delivering remote learning through a range of sites and services, most of which are part of our usual online provision for children: Class Dojo is our main method of communication between school and families and is used for posting daily timetables and text, as well as video and photo updates between staff and families. [www.classdojo.com](http://www.classdojo.com) Tapestry is used as an online learning journal and to communicate with early years parents. Our website also has access to resources for mental health and wellbeing updated regularly by our ELSA.*

*Differentiated maths activities can be assigned and completed through the White rose maths hub (Whole School)*

*<https://whiterosemaths.com/homelearning/> and Times Tables Rock Stars (Year 2 to 6) <https://ttrackstars.com/>*

*We will use Microsoft teams to communicate with small and larger groups of children within a year group as well as providing some access to live lessons where appropriate for the teaching. Each child has their own user name and password.*

*Further details will follow as necessary. If you require login details for any of these, please get in touch with your class teacher via Class Dojo. Any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements. See our policies.*

Responsibilities:

- Teachers (for their content)
- SLT (Oversight of content)
- SENCOs (Ensuring all children have appropriate access and content)

### 2.1 Teachers

Teachers will be available between 9 am and 4 pm. 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 procedures on the designated absence number. If it affects the completion of any work required, ensure that arrangements have been made with SLT to ensure work is completed.

We are keen to make remote learning an interactive experience through the submission of work by children and delivery of feedback from teachers where possible. We will also arrange opportunities for pupils and families to compete, interact and collaborate, for example through daily challenges, Times Tables Rockstars Battles. We will 'broadcast' video via ClassDojo for pupils to watch at a time and pace that suits them and make use of vetted video links from elsewhere on the internet. As this period of home learning continues further, we are keen to try to provide some live face-to-face contact opportunities for children, to maintain a sense for them of being part of a class. We are planning to use Teams Video Conferencing to do this if they need to continue self-isolating or if there is a local lockdown.

- Setting work –
  - Class teachers need to provide work for all children in their class.
  - They will provide sufficient work for their age group.
  - The work needs to be put onto class dojo before 9am on the day it is being provided for.
  - Work for all year groups will be uploaded onto class dojo.

- Teachers will co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Providing feedback on work – cover details like:
  - Feedback on pieces of work will be shared through dojo with an expectation that children evidence identified pieces of work set by class teachers.
  - Work should be completed to a high standard.
- Keeping in touch with pupils who aren't in school and their parents – :
  - Class teachers will monitor communication with their children weekly and arrange a phone call if they have any concerns about the child or their work. If they are unable to make contact with a family this will be raised with SLT who will then continue to establish contact.
  - Emails from parents and pupils should only be answered within working hours identified above.
  - Safeguarding concerns should be documented and passed onto a DSL following normal school procedures.
  - Concerns about standard of work or children not producing any work should be communicated to parents initially by class teachers and then followed up by SLT.
  - Children self isolating due to a confirmed case of Covid 19 at home will be set work via class dojo and tapestry age appropriate.
- How does the school ensure personalisation for those children unable to attend schools or require personalised curriculum :
  - Class teachers need to meet the needs of all their children and provide personalised learning where appropriate.
  - Paper packs to be provided for families unable to access a printer or can not access the internet.
  - Individual children's requirements (SEND) to be met.
- Attending virtual meetings with staff, parents and pupils :
  - Dress appropriately for a meeting with children and parents.
  - Choose an appropriate location (not bedrooms or bathrooms) with nothing inappropriate in the background and avoid background noise where possible.
  - Work set for children in school will be the same set remotely as teachers may also be in physically working with some children.
  - Children and accompanying parents must follow the instructions of the teachers leading the sessions.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants will be available between 9am and 3.15 pm. 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.

When assisting with remote learning, teaching assistants may be responsible for:

- Supporting individual children with providing paper packs of personalised learning.
- Working alongside teachers to help support with planning for individual children through the remote learning.
- Updating themselves on current educational research and information using online learning platforms.
- Attending virtual meetings with staff, parents and children

Attending virtual meetings with teachers, parents and pupils:

- Dress appropriately for a meeting with children and parents.
- Choose an appropriate location (not bedrooms or bathrooms ) with nothing inappropriate in the background and avoid background noise where possible.

## 2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Adapting aspects of the subject curriculum if appropriate to accommodate remote learning to incorporate all children learning needs.
- Work 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.
- Alert 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.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- **Confirm** personalised learning has taken place for all groups of children, ensuring that children have appropriate work, especially where remote learning is not appropriate or can be enabled at home.

## 2.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.
- Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.
- The DSL will continue to engage with social workers which can be done remotely.
- The DSL will continue to update and manage access to the child protection system, liaising with the offsite DSL (or deputy) as required.
- Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report which can be done remotely and must be followed up by the DSL.

## 2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 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.
- Be respectful when making any complaints or concerns known to staff.

## 2.7 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

## 2.8 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 SLT
- Issues with IT – talk to IT leader in school or directly to IT support
- Issues with their own workload or wellbeing – talk to the Head Teacher
- Concerns about data protection – talk to the data protection officer ( MV )
- Concerns about safeguarding – talk to the DSL

## 3. Data protection

### 3.1 Accessing personal data

When accessing personal data held by the school for remote learning purposes, all staff members will:

- Access the data, such as on a secure cloud service or a server in your IT network
- Use school laptops to access the data not own personal devices

### 3.2 Processing personal data

Staff members may need to collect and/or share personal data 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, and to comply with GDPR guidelines in doing so.

### 3.3 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

## 4. Safeguarding

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

The school will continue to follow its rigorous safeguarding procedures if it becomes aware of any concerns through remote learning.

## 5. Monitoring arrangements

This policy will be reviewed by the Head teacher. At every review, it will be approved by the FGB.

## 6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection/Safeguarding policy .
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

## Appendix I – Home School Agreement:

Name of Child

Year group

### **Consent- General Permission**

I give permission for my child(ren) to experience and access learning resources, as deemed suitable and appropriate by the classroom teacher in the normal, recognised classroom learning environment.

By ticking the boxes, I confirm I have read, understood and agree to the above, and that I confirm my consent to my child(ren) using Microsoft Teams as outlined.

### **Consent- Interaction**

I give permission for my child(ren) to interact with the classroom teachers/headteacher(s) using 'Microsoft Teams', including the use of the microphone and camera.

### **Consent- Meeting Scheduling**

I understand that by giving permission, 'meetings' will be occasional – by invitation only - and that 'attendance' will be sought only by my child's/children's classroom teacher using the teacher's email address.

### **Safeguarding**

Should you or your child(ren) be invited to meet by an individual or organisation NOT using said address format, the invitation would be reported to the Designated Safeguarding Lead **Alison Chambers** / Deputy Designated Safeguarding Leads **Catherine Scott** / **Sian Humphreys** immediately as a potential safeguarding issue in accordance with our Safeguarding and E-Safety Policies.

### **Consent- Parent Invitation**

I understand that teachers should not be invited to meet on Microsoft Teams by parents or by children - unless prior, mutual agreement has been reached by all parties.

### **Consent- Parental Responsibility**

I understand that as parent or guardian, I am responsible for supervising the suitability of my child's/children's online access, communication and the 'home' setting (wherever distance learning is taking place outside of school). This includes ensuring children have a quiet, safe space from which to meet. Parents are encouraged to supervise (but not appear on screen) and that in the interest of safeguarding the household, all microphones are to be muted unless specifically requested to unmute by the teacher. Each meeting will end at the teacher's discretion.

## Appendix 2:

# 10 TOP TIPS

## REMOTE LEARNING FOR CHILDREN

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be.

### 1) Treat remote learning the same as classroom learning

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.



### 2) Use classroom language

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.



### 3) Take regular screen breaks

Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.



### 4) Always conduct video learning in an open space at home

To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.



### 5) Only communicate through approved school portals and platforms

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.



### 6) Stick to teacher rules and guidelines around online learning

Your school should issue you with guidance around remote learning and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.



### 7) Dress in school uniform

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.



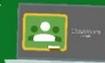
### 8) Don't share passwords or other sensitive information

In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.



### 9) Don't use school platforms to discuss personal matters

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.



### 10) Look after your mental health and wellbeing

Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.



## Appendix 3 – Important links:

The following websites offer useful support:

Schools may wish to use these resources to understand more about ensuring online education is safe:

- remote education advice from [The Key for School Leaders](#)
- advice from [NSPCC](#) on undertaking remote education safely
- guidance from the [UK Safer Internet Centre](#) on remote education
- Guidance on [teaching online safety in schools](#) provides information to help schools ensure their pupils understand how to stay safe and behave online.
  
- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

- Use these resources to support parents and carers to keep their children safe online:
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online service.

### Harmful or upsetting content

Get support by:

- reporting harmful online content to the [UK Safer Internet Centre](#)
- getting government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

## Appendix 4 – Microsoft Teams:

### If you're using Microsoft Teams

Decide whether you'll let pupils use chat in Microsoft Teams. Like any chat function, it could lead to bullying, or be a distraction from learning.

To disable chat for pupils, you need to create a 'messaging policy' in Teams and then assign it to pupils. First, create your new messaging policy:

1. Log in to the Microsoft Teams admin centre
2. Click 'Messaging policies' on the left-hand side
3. Click 'New policy' and give it a name (e.g. 'Disable chat')
4. Select the 'Chat' setting, and turn it off
5. Click 'Save'

Then, assign this policy to pupils:

1. Log in to the admin centre
2. Click 'Messaging policies' on the left-hand side
3. Click on the policy you've just made, then 'Manage users'
4. Search for the user you want to add, click on their name, and then click 'Add'
5. Repeat step 4 until you've added all of your pupils
6. Click 'Save'

Tell teachers to:

Sit against a neutral background

- Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for pupils either! Alternatively, you could ask them to turn their cameras off.

Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

Make a recording so there's something to go back to later on if you need to, and keep a log of who's doing video calls and when. Check that parents are happy with you making recordings first – tell them it's for school records only.

To record in Microsoft Teams:

1. In the meeting, click 'More options' (the 3 dots) > 'Start recording'
2. Wait for the recording to start (you'll get a notification saying 'Recording has started')
3. When you finish, click 'More options' > 'Stop recording'
4. Wait for the recording to be saved in Microsoft Stream (whoever started the recording will get an email notification when it's ready to watch)

### If you're using Microsoft Teams for live streams

Tell teachers to:

- Sit against a neutral background
- Avoid recording in their bedroom if they can (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Record live streams, so there's something to go back to later on if you need to, and keep a log of who's doing live streams and when.

To record a live event in Teams, check the 'Recording available to producers and presenters' setting when you schedule your live stream. You can make the recording available for pupils too, by checking 'Recording available to attendees'. The recording will be available for 180 days after the event ends.

To disable chat for pupils, uncheck the 'Q&A' setting when you schedule your live stream.

## **Appendix 5 – Teachers phoning pupils:**

### **If teachers are phoning pupils**

Tell them to:

- Do this through parents' phones only (unless this itself poses a safeguarding risk), particularly in primary school, and in all cases make sure parents are aware and agree
- Call in school hours as much as possible
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there at the child's end, and have the phone on speaker phone