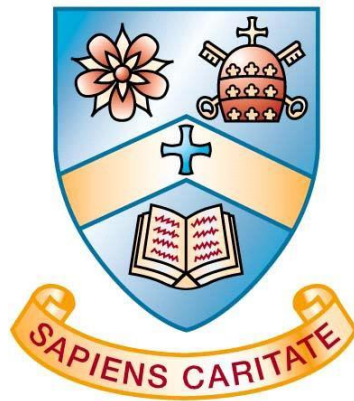


# *The Catholic School of Saint Gregory The Great*

*Believe and Achieve*



## **Remote Learning Policy Review by February 2027**

To be read in conjunction with all other policies



## 1. Aims

At The Catholic School of St. Gregory the Great, we understand the need to continually deliver high quality education, including during periods of remote working – 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 working, 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 a high quality curriculum matching our curriculum expectations.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- 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 measure 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.

### 1.1 Legal framework & Rationale

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)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing in education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2021) 'Review your Remote learning' guidance
- DfE (2021) 'Restricting attendance during the national lockdown: schools'

### Government Expectations:

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils 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 by the end of September. 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 pupils are required to remain at home.



- School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:
  - EYFS/Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children
  - Key stage 2: 4 hours a day

**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
- **provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access**
- 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 pupils remotely, schools are expected to:**

- set assignments so that pupils 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 and/or videos
- gauge how **well pupils 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 avoid an over-reliance on long-term projects or internet research activities.

**St Gregory's Rationale:**

- Stay connected with families – particularly at a time of uncertainty and worry.
- To be a constant for our children.
- Help children to learn new content by an increase in teaching videos and taught material.
- Provide a routine/some structure to help parents and children to focus.
- To have daily contact with our children through messaging.
- To support and encourage peer interaction.
- To give feedback to our children that will enable them to progress.
- To support children in self-regulating their emotions both holistically and within their learning.
- To facilitate collaboration between peers.
- To mirror as close as possible our broad and balanced curriculum in school. Focussing on important St Gregory's fundamentals: Catholic Social Teaching, Oracy, Metacognition and Retrieval and Vocabulary building... to name a few.

## **2. Roles and responsibilities**

### **2.1 Trust board and Local Governing Boards** are responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is in line with the school's curriculum vision and plans.
- Ensuring that staff are certain the systems are appropriately secure, for both data protection and safeguarding reasons.



**3. The Headteacher is responsible for:**

- Ensuring that staff, parents and pupils always adhere to the relevant policies.
- Ensuring that there are arrangements in place for identifying, evaluating and managing risks associated with remote learning including health and safety risks as well as ensuring GDPR compliance in consultation with the Trust DPO.
- Putting procedures and safe systems for learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that vulnerable pupils are provided with necessary information and instructions as required.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting regular reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating and recording incidents.
- Reviewing the effectiveness of this policy on a regular basis (at least annually) and communicating any changes to staff, parents and pupils.

**4. The School Business Manager is responsible for:**

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.

**5. All Staff members are responsible for:**

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Headteacher asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the School Business Manager.
- Adhering to the Staff Behaviour Policy and Acceptable Use Policy at all times.

**6. Teachers are responsible for:**

- Working alongside year group partner to plan home learning for the year group. Divide in a way that works best. Ensure both visible to all children and fair.
- Posts to be posted the night before to allow parents time to review before accessing with children.
- Tasks to equate to the number of mentioned above dependent on age of learning per day, this includes independent tasks (building up to this in week 2).
- Send home Remote Learning Exercise Book on day of announcement and remind them about refreshing books as and when needed.
- Week 1 - English, Maths, Letters and Sounds (EYFS/KS1), Reading, RE and Science (core subjects)
- Teachers will be required to post teaching input videos (via Zoom recording). See Class Dojo Planning Expectations for expectations on delivery/format.
- Week 2+ – Mirror typical curriculum and timetable.
- Music – Music to go onto the schedule on Thursdays. KM to send us the YouTube link on Wednesday, ready to post on Thursday.
- Respond to messages once a day with some basic feedback to advance learning – this should be more than an acknowledgement and celebrate efforts.

*Believe and Achieve*



- Twice weekly peer interaction sessions – Via Zoom. Opportunities to connect, check in, play games and celebrate achievements.
- Send Student of the Week to admin by Wednesday morning.
- Chasing up - Teachers to create tick sheet of those messaging daily. Those who haven't messaged after day 2 must have their names sent to admin who will first email, text and then phone.
- Ensuring they have everything from the 'what to take home checklist' which contains everything needed to take home to support learning.
- Provide an opportunity to retrieve new knowledge and review learning each Friday using a quiz or something similar.

Setting work:

- Set work that is meaningful and ambitious each day in a range of subjects. The core of this must be in line with what pupils would receive in school each day. Ideally this would include contact with teachers.
- Teach a well-planned and sequenced curriculum so that knowledge and skills continue to be built incrementally with a good understanding about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content delivered by the teacher in school or through high quality curriculum resources and videos.
- How this work fits into the overall sequenced plan of work for the pupils concerned, so that learning continues regardless of whether in school or out in line with expectations from the DfE. This can be online and offline.
- The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of workbooks, email, online learning portals, Oak Academy, reading tasks and pre-recorded video or audio lessons.
- Sessions for High Needs children to be recorded by LP.
- Children who have an ECHP/1-1 TP support will be phoned daily and tailored work will be sent via Dojo or a paper copy dependent on needs.
- High Needs children to access teaching videos first.
- If High Needs children are engaging via Class Dojo, calls home may not be necessary.
- High Needs children in school to have short sessions and greater access to outdoor space.

By providing feedback on work:

- The school expects pupils and staff to maintain a good work ethic during the period of remote learning. The school uses as part of its formative assessment and feedback methods a variety of tools such as quizzes and other digital tools. This will continue in the event of the remote education policy being put into place.
- How they will get access to completed work from pupils.
- Gauge how well pupils are progressing through the curriculum through formative assessment methods and adjust accordingly the pace or complexity of tasks for the pupils to ensure understanding.
- When they need to finish sharing feedback on work.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.
- Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

Keeping in touch with pupils and parents:

- Teachers will make contact with pupils not in school daily to whole class using Class Dojo.
- Teachers will respond to emails from parents and pupils within the typical normal day when not teaching directly. Messages sent after 3pm may be answered within the following school day.
- Teachers will ensure that any complaints or concerns shared by parents and pupils are directly referred to the DSL/Headteacher in line with the Safeguarding/Complaint process.
- Teachers will address any behavioural issues, such as failing to complete work, during this time via Class Dojo or telephone.



Attending virtual meetings with staff and external agencies, parents and pupils:

- Dress code – it is expected that staff, parents and children are dressed appropriately when attending virtual meetings.
  - Locations – it is expected that attendees will avoid areas with background noise and with nothing inappropriate in the background. It is important that attendees review this before every virtual meeting.
  - It is anticipated that at times staff will be teaching critical workers in school; virtual meetings may be taken by other staff members rather than the class teacher/year group teacher and groups of children may join together.
  - Our acceptable user policy does not usually allow for zoom 1:1s for safeguarding reasons but realising that this may be required to support relationship maintenance for our vulnerable children at home, the following protocol is in place for when these video calls need to be made:
    - 1) The reason for 1:1 zoom is noted on cpoms and Headteacher is tagged in. Time and date is also added (this should be in usual school time).
    - 2) The parent needs to remain in the room (not necessarily on the call) so that they're within earshot of the call.
    - 3) Prior to the video call taking place, the following should be sent via dojo message to the parent and they should respond by replying to that message with 'I understand' or similar. This gives permission: "I would like to offer your child a short 1:1 video call to try to re-engage them and support their emotional, personal and social needs. This will be xxxxxxxxxx(date)xxxxxxxxxxx(time). For this to take place, please ensure that your child can access the technology they need, is in a room where you are able to hear the call (preferably not your child's bedroom) and your child is dressed appropriately. I will not record the call. I am hoping that this may help your child to reconnect with me and their learning. This will be confidential although usual safeguarding procedures will be followed if I have any concerns about welfare or safety. If you are happy for this to take place, please reply to let me know that you understand this. Thank you."
    - 4) Note basics about the call on cpoms.
7. **Teaching Partners** are responsible for:
- Supporting pupils in school by supervising remote learning with some basic adaptations to support access to learning.
  - Giving verbal feedback to pupils about completed tasks.

## 8. **Subject Leaders, including the Inclusion Manager**

Alongside their teaching responsibilities, as outlined above, subject leaders are responsible for:

- Ensuring that work set matches the curriculum plans in place, including any adaptations for catch up.
- Working with teachers teaching their subject to make sure work set is appropriate and consistent with school plans and expectations.
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the work set by teachers in their subject – through regular meetings with teachers or by reviewing work.
- Alerting teachers to resources they can use to teach their subject and saved in the common room for easy access.
- Liaising with leaders 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 EHC 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.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

## 9. **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school – Phase Leaders and the Curriculum Lead are supporting the coordination of remote learning and meeting weekly to address needs.
- Ensuring that all vulnerable pupils including PP and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity, this is managed by the SENCO.



- Monitoring the effectiveness of remote learning – explain how they will do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring whole school engagement and using data to inform next steps for individual children, classes or whole school.
- Monitoring the security of remote learning systems including data protection and safeguarding considerations.
- Monitoring safety and security of Class Dojo and virtual access.
- Updating school website with government directives and remote learning resources to support learning.

## **10. Designated Safeguarding Lead**

The DSL is responsible for:

- Ensuring that all within the school follow the Safeguarding Policy including the latest amendments and communicate any changes to this guidance, especially if an online presence is delivered. Please see the link below for latest guidance and advice.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

## **11. Pupils and parents**

Staff can expect pupils to:

- Adhere to this policy at all times during periods of remote learning.
- Pupils will have verbal contact with a member of teaching staff twice per week via Zoom
- Ensure that their work is completed to the best of their ability.
- Seek help if they need it, from teachers or teaching assistants by:
  - Alerting teachers if they are not able to complete work and how they will do this.
  - Reporting any technical issues to teachers and teaching assistants as soon as possible.
  - Ensuring they use any equipment and technology for remote learning as intended.
  - Adhering to the Behaviour Policy at all times.

Staff can expect parents to:

- Adhere to this policy at all times during periods of remote learning.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it through the use of our online resources on our website: <https://www.st-gregorygreat.gloucs.sch.uk/learning-at-home/> or via phone call to the office.
- Be respectful and calm when making any complaints or concerns known to staff.
- Ensure their child is available to learn remotely at the agreed times and that the schoolwork set is completed on time and to the best of their child's ability.
- Report any technical issues to the school as soon as possible.
- Ensure their child uses the equipment and technology used for remote learning as intended.

## **12. Who to contact**

If staff have any questions or concerns they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or Remote Learning Lead
- Issues with behaviour – talk to the relevant member of SLT leading that phase or on on-site duty
- Issues with engagement – flag up to school office, CAFAW and HT
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to HT
- Concerns about safeguarding – talk to the DSL or Deputy DSL

## **13. Data protection**

### **13.1 Accessing personal data**

When accessing personal data, all staff members will:

- Access data via our server, SIMS, Insight, CPOMS or Dojo - all of which are secure.
- Use devices that have been provided, such as laptops, rather than own personal devices.

### **13.2 Sharing personal data**



Staff members may need to collect and/or share personal data such as email addresses, assessment data, as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

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

### **13.3 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 (eg 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.
- 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.

### **14. Safeguarding**

DSLs will communicate all updates to the school community. It remains the responsibility of every staff member during this time to take responsibility to stay updated with the latest advice and guidance for safeguarding.

#### **14.1 Online safety**

This section of the policy will be enacted in conjunction with the school's Online Safety Policy. Where possible, all interactions will be textual and public.

### **Video Communication**

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted unless parents are also in the room.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- 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 material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.
- Ensure user name for logging in can be recognised by those leading the video communication. Teachers will be unable to accept those with an unrecognised name to the meeting.

### **Audio Communication**

All staff and pupils using audio communication must:

- 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 audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the Headteacher 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 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 communicate to parents via email and telephone about any precautionary measure 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. This will be at regular intervals throughout the year.

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.

#### **14.2 Safeguarding**

This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection policy and appendix which has been updated to include safeguarding procedures in relation to remote working.

The Headteacher/DSL 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 will arrange for regular contact with vulnerable pupils once per week at a minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded using CPOMS in line with safeguarding procedures.

The DSL team will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded so that a full chronology is maintained.
- Actively involve the pupil.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

#### **15. Monitoring arrangements**



This policy will be reviewed regularly throughout this period. At every review, it will be approved by SLT and overseen by the curriculum committee.

**16. Links with other policies**

This policy is linked to our:

- Safeguarding policy and COVID-19 addendum to this policy
- Behaviour policy and procedures
- Data Protection policy and privacy notices
- Online safety and Internet Acceptable Use policy
- Staff behaviour policy