St. Cecilia's Catholic Infant and Nursery School

Remote Learning Policy (COVID 19)

Rationale

In the event of a bubble, school or lockdown closure, St. Cecilia's Infant and Nursery School is committed to providing continuity of education to our children and we will do so through a process of remote and online learning. Remote learning would apply particularly in a situation in which the school is closed for an extended period of time in a lockdown or isolation period where a high proportion of students 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) or a short-term student 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 longer-term illness, assuming students 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 absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents 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:
- Providing a work pack to those children who will be unable to have online access to resources.
- Providing an overview of what will be expected weekly.
- Setting work via the school website which mimics the curriculum taught within school, ensuring inclusivity for all. Typically, it will include a Mathematics, Phonics, English and topic-based activity.
- Setting work weekly, not daily, and giving parents an overview of expectations for the week.

Providing feedback
- Feedback will take place through the use of designated cohort emails or Tapestry (EY's) or Dojo (KS1). We may also use telephone calls.
- Parents/Carers can also send photographs of the children's work which the teacher can comment on via the above.
- It will focus specifically on work set and will vary according to the activity provided.

Keeping in touch with parents and children
- Twitter and school website will be used as an information sharing method.
- The year group email/ Tapestry and Dojo accounts will continue to help any parents to contact our teachers for support in the event of a bubble or whole school lockdown. They will be checked daily to address any problems and to offer support.
- Staff will contact all Parents/Carers by phone fortnightly in the event of a lockdown to offer guidance and support.
- The SENCO will contact identified families in lockdown or isolation to offer support and guidance and signpost agencies which will provide extra support for specific needs.

Head Teacher and Senior Leadership Team
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 pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead
The DSL is responsible for:
- Continuing to follow the principles set out in part 4 of Keeping Children Safe in Education.
- Acting on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

Pupils and parents
Staff can expect pupils learning remotely to:
- Complete work set by teachers.
- Seek help if they need it.
- Alert teachers if they're not able to complete work or if there are any difficulties.

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.

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.

Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Use a school device if provided, rather than a personal device.
- Where personal devices are to be used, ensure it is through a secure wired or wireless network.

Staff are reminded to collect and/or share as little personal data as possible online.

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.
- Installing antivirus and anti-spyware software.
- 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 policy

• Behaviour policy

• Child Protection policy

• Data Protection policy and privacy notices

• Online Safety Acceptable Use policy

Policy ratified by Governors Signed.....................................

Date.....................................

Reviewed 11/1/21

Appendix

Government Guidance Remote Education Support

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.

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, we expect schools 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 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.