

Remote Learning Policy

At The Catholic High School we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or wider bubbles. 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 the 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.

Legal framework

- 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
- 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'
- 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
 - Behavioural 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
- Data and E-Security Breach Prevention and Management Plan

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.
- 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.
- 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 safeguarding and data protection

Learning materials

- The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- We will utilise a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. This will predominantly involve Firefly where the Home Learning section has been added.
- Audio powerpoints will be available for some lessons as will some live lessons using TEAMS.
- Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

Responsibilities when providing remote learning

Teachers are responsible for:

Setting work

- Work should be set for the classes they teach.
- The amount of work set should be equivalent to learning time.
- The work should be available as of 8am on the Monday of each fortnight.
- All work needs to be uploaded to Firefly.
- The CLL is responsible for coordinating with their team to make sure work set is following the sequencing of the curriculum and supporting students who are unable to access remote learning.
- The CLL is responsible for setting cover work if the teacher is unable to set work remotely.

Providing feedback on work

- Teachers can give feedback in variety of methods that best suit the teacher and the student and should be in-line with the schools feedback and marking policy.
- Sims can be used to follow up any students not submitting work.
- The teacher will record participation and pupil engagement with remote education, as well as attitude to learning and progress, and this will be reported to parents via tracking.

Keeping in touch with pupils who aren't in school and their parents

- Teachers should aim to respond to emails from students within 48 hours
- Teachers are not required to answer emails outside of working hours.
- Any complaints or concerns shared by students or parents should be handled in the appropriate manner and passed to line managers if further concerns are raised. – For any safeguarding concerns please use CPOMs.
- All students will be contacted when absent from school due to COVID as per appendix 1

Teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Teaching Assistants will be allocated students to support by the SENCo.
- Support can be given in a variety of formats, which could include telephone calls, emails and liaising with CLLs and teaching staff.

CLLs are responsible for:

- Considering whether any aspects of the subject curriculum needs to change to accommodate remote learning. This should be discussed with SLT link.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistently in line with curriculum sequencing.
- Quality assurance of work set for independent learning tasks.
- Quality assurance of quality of online teaching in live lessons.

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

Senior leaders, including SENCo and Director of 6th Form are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning; using staff meetings and giving professional development time.
- Quality assurance of provision provided across curriculum areas.
- Quality assure the quality of teaching and learning.
- Ensuring staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable at home and if not, supply them with a device during the closure period.
- Ensuring students have access to a suitable device in the event of closure, and if not look to supply them with one especially if disadvantaged student during the closure period.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Attending virtual lessons and meetings with staff, parents and pupils

- The schools policy on dress code should be followed.
- Make sure the locations is quiet and nothing inappropriate is in the background. Where necessary backgrounds should be blurred.
- The teacher is under no obligation to be seen by students or parents.
- Students must make sure that their camera is turned off.
- The lesson is to be recorded to allow students to watch the lesson again.

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 using Firefly or school emails.
- 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

Online safety

All staff and pupils using audio or video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- 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 and can be heard.

Safeguarding

Please refer to The Safeguarding Policy and the Safeguarding Policy Covid19 Addendum.

Returning to school

- The headteacher will work with PHE to ensure pupils who have been learning remotely only return to school when it is safe for them to do so.
- After a period of self-isolation, or the lessening of local restriction rules, the headteacher will inform parents when their child will return to school.
- The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.
- From time to time an online questionnaire will be sent to parents to elicit their views about the blended learning available. This will be used to improve procedures.

Remote Learning Appendix – Minimum Expectations per fortnight

From our research with students they have told us they prefer a blended learning approach and so this is our plan:

Years 7-9

Core subjects 1 live lesson, 1 audio lesson and the reminder as Firefly tasks

Other subjects 1 live or 1 audio lesson and the reminder as Firefly tasks

Years 10-11

Core subjects 2 live lessons, 2 audio lessons and the reminder as Firefly tasks

Other subjects 1 live, 1 audio lesson and the reminder as Firefly tasks

6th Form 2 live lessons, 2 audio lessons and the remainder as Firefly tasks

Please note:

1. Live lessons include either direct through TEAMS or recorded lessons via TEAMS (this could be during a lesson or done at another time)
2. Audio lessons include either an audio powerpoint or it could be a recorded lesson.
3. All lessons must be available through Firefly and logged on the Home Learning section
4. It does not need to be the usual class teacher as long as it is one of the department teaching staff for the audio lessons
5. All live and audio lessons are to be created through TEAMS
6. This plan will come into action if we are using the rota system for schools or if whole classes or year groups are isolating.
7. You should be available with emails during lessons in case students need to contact you for help.

Please refer to 'our commitment to remote education' document as well.