



St Thérèse of Lisieux Catholic Multi Academy Trust

Saint Norbert's Catholic Primary Voluntary Academy



Remote Learning Policy July 2020

Audience:	All CMAT Academies
Approved:	St Norbert's Governing Body, Crowle
Other related policies:	Safeguarding/Child Protection Covid-19 Risk Assessment Behaviour
Policy Owner:	Louise Wilson – Chief Executive Officer
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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, each teacher 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.

DB Primary: (www.dbprimary.com) is our main method of communication between school and families and is used for posting daily timetables and updates between staff and families. This also provides a full range of learning activities across the curriculum and allows staff to set 'To Dos' for children to complete.

Differentiated maths activities can be assigned and completed through My Maths (www.mymaths.co.uk). We use the Power Maths scheme; children will take their Practice Books home in the event that remote learning becomes necessary and will be directed to tasks by teachers. Times Tables Rock Stars (Year 2 to 6) (<https://trockstars.com/>) is used, as is Sumdog (www.sumdog.com). We also use www.topmarks.co.uk and www.whiterosemaths.com to provide maths games and activities for younger children.

Spelling can be practised through DB Primary and we use Bug Club (www.activelearnprimary.co.uk) to continue with differentiated reading activities. www.phonicsplay.co.uk is used for Y1/2 phonics, as well as RWI phonics lessons on YouTube. www.oxfordowl.co.uk is used to provide additional reading materials for younger children.

Additional resources include:

PE with Joe Wicks

BBC Bitesize / School Radio

Newsround

Draw with Rob

Oak National Academy

Wednesday Word and St Ralph Sherwin weekly prayer resources

CAFOD	30 Days Wild - Wildlife Trust
Imagination Library	Teaching Sparks
Book Trust	Literacy Shed
Teach your monster to read	Cosmic Yoga
Chester Zoo	

Profanity filtering is on and content is moderated by teachers. We may try and make use of other subscriptions as time goes on. Further details will follow as necessary. If you require login details for any of these, please get in touch with the school office. Any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements. See our policies.

Responsibilities:

- Pastoral leads (e.g. Designated Safeguarding Lead)
- Academic leads (e.g. Subject Leaders)
- 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 8.30am and 3pm. 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, we ensure that arrangements have been made with the Headteacher 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 Times Tables Rockstars Battles, etc. We will 'broadcast' video via DB Primary 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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will provide work for their own classes, according to the children's age and ability
 - We will provide approximately five hours' work each day with additional choices if required
 - This work will be available each day by 9:30am
 - All task instructions will be delivered through DB Primary
- Providing feedback on work:
 - Children will submit their work through DB Primary or as otherwise directed
 - Feedback will be provided using the DB Primary relevant tools
 - Teachers will identify gaps in learning when work is completed
- Keeping in touch with pupils who aren't in school and their parents:
 - Teacher will make regular contact through the Learning Platform, by email and by telephone
 - Teachers should not answer emails outside of working hours
 - Any complaints or concerns shared by parents and pupils should be directed to the Headteacher's email
 - For any safeguarding concerns, staff should follow school policy
- How does the school ensure personalisation for those children unable to attend schools
 - We consider learning preferences
 - We support individual children's requirements (SEND)
- Attending virtual meetings with staff, parents and pupils:
 - Appropriate dress code
 - Appropriate locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers will also be working in school, they will provide remote learning to all pupils.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants will be available between 8:30am and 3:00pm. 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 are responsible for:

- Supporting pupils who aren't in school with learning remotely as directed by teaching staff
- Attending virtual meetings with teachers, parents and pupils

2.3 Subject Leaders

The Headteacher is responsible for Remote Learning in our school.

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning to incorporate all children learning needs
- Working 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, and deadlines are being set an appropriate distance away from each other
- 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
- How have teachers ensured the learning needs of all pupils, what adaptations have been required and implemented.

2.4 Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school – if you've assigned one member of staff to lead on this, highlight them here
- Monitoring the effectiveness of remote learning – explain how they'll 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 the security of remote learning systems, including data protection and safeguarding considerations
- Confirming 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 Child Protection Policy, which can be found on our website.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although we acknowledge that 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

2.8 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

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the Headteacher.

Where children or young people do not have access to the Internet or remote learning, a hard copy will be available by contacting the school office.

4. Data protection

4.1 Accessing personal data

When accessing personal data held by the school for remote learning purposes, all staff members will follow school policies relating to safeguarding and GDPR.

4.2 Processing personal data

Staff members may need to collect and/or share personal data 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.

4.3 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

5. Safeguarding

The DSL is responsible for:

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

See the COVID-19 amendments to the Child Protection Policy

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

6. Monitoring arrangements

This policy will be reviewed annually or when Government guidance changes. At every review, it will be approved by governors.

7. Links with other policies

This policy is linked to our:

- Covid-19 Risk Assessments
- Behaviour policy
- Child protection/Safeguarding policy and coronavirus addendum to our 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: *teacher's name@stnorbertscrowle.co.uk*

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 (Alex Dawson) / Deputy Designated Safeguarding Lead (Pam Tonge) 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. I understand that only my child(ren) will join the meeting, and that adults and other children will not be permitted to partake without prior agreement by all parties. 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.



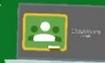
8) Don't share passwords or other sensitive information

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 – Recording through YouTube:

If teachers are recording videos to share through YouTube

Tell them to:

- Record 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

If teachers have a personal account where they've created playlists, ask them to set up a separate work account. See more on getting your staff set up with YouTube in [another of our articles](#), and share the guide in it with staff.

Ask teachers to:

- Set their videos to 'Unlisted' so that only people who have the link (e.g. parents who you've emailed) will be able to see the video
- Set the audience as 'Made for kids', so that adverts won't appear at the start of the video, and comments will be disabled

When uploading videos to YouTube:

1. Under 'Audience', click 'Yes, it's made for kids'
2. When they get to the 'Visibility' step, click 'Unlisted'

Appendix 6 – 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
- Either use an app like [3CX](#) that will route calls through your school's number rather than their own, or block their number so parents don't see it. (give parents advanced warning of what time you'll be calling if you're blocking numbers, so they're more likely to pick up.) Please note, the link to another product here isn't an endorsement from The Key.

If teachers are using video calling, take the same steps as above.