

ST AGNES

Catholic Primary School

With Jesus beside us, we do our best



Remote Learning Policy

Created on:	15 th Septemeber 2020	Author: Deputy Head in collaboration with St Agnes Teaching Staff
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Our Vision and Values

At St. Agnes we believe that although we are all very different we have a way of living, behaving and doing things that allow us to serve as a witness to the Catholic Faith in our Lord Jesus Christ.

Our school motto is: **With Jesus Beside Us We Do Our Best to:**



Believe

We are all valued in God's family and the school family. We **believe** in ourselves and in our abilities.

Persevere

When things get difficult we will **persevere** so that we will grow stronger, realising we can turn to each other and God.

Contribute

We will **contribute** to the life of the school, the parish, the local community and the wider world to which we all belong.

By doing these we will:

Achieve

By being the best we can be, we will **achieve** in making a difference to others and living as God would want us to.

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Statement of intent

At St Agnes 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 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.

What 'remote learning' can I expect from St Agnes Primary School?

This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. We aim to implement remote learning from your child's second day of absence due to COVID. There are 2 general scenarios outlined in appendix 1; the first scenario where your child is not permitted to attend school and the second outlines the actions in the case of a whole bubble not being permitted to attend school.

The government's Oak Academy online lessons can be used for remote learning for every year group, covering a wide range of curriculum objectives.

<https://www.thenational.academy/>

This policy should be read alongside the **School's Remote Learning Plan** which signposts additional learning platforms.

1. Legal framework

1.1 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

1.2 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 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'

1.3 This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Remote Learning Plan
- Data Protection Policy
- Special Educational Needs (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct

2. Roles and responsibilities

2.1 The governing board is 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.

2.2 The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3 The SLT is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4 The Data Protection Officer, Ann Shields, in association with Connectix technical support is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5 The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working
- Ensuring all safeguarding incidents are adequately recorded and reported.

2.6 The SENCO is responsible for:

- Liaising with the ICT technician 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 with EHC plans and Individual Medical Health Care Plans.
- 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.

2.7 The SAO 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.

2.8 The ICT technical team (Connectix) are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.

- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

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2.9 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 health and safety officer and 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 ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.10 Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs [9.1](#) and [9.2](#).
- Reporting any absence in line with the terms set out in paragraph [9.6](#).
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.11 Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

- 3.1 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 efficient remote learning, the school may make use of:
- Work booklets
 - Email
 - Current online learning portals – Google Classroom (Y2-Y6)
 - Home learning Blogs – Nur-Y1
 - Educational websites e.g. BBC Bitesize
 - Reading tasks using e.g. MyOn
 - Pre-recorded video or audio lessons – e.g. Oak Academy lessons, White Rose Maths
- 3.2 Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- 3.3 Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.4 Teachers will ensure, where possible, the programmes chosen for online learning have a range of accessibility features to support pupils with SEND.
- 3.5 Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.6 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.
- 3.7 Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school or if necessary posted out. These packs will **mostly** be used for sudden bubble closures.
- 3.8 Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- 3.9 The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs.
- 3.10 Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.11 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/iPads.

- 3.12 For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.
- 3.13 Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.14 Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with [section 7](#) of this policy.
- 3.15 The ICT technician is not responsible for providing technical support for equipment that is not owned by the school.
- 3.16: Food provision – should this be reinstated during full closure. The school will signpost parents via parent mail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.17 Where applicable, the school may provide either of the following provision for pupils who receive FSM:
- Making food parcels available for collection
 - Providing vouchers to families

Costs and expenses:

- 3.18 The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.19 The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.20 The school will not reimburse any costs for childcare.
- 3.21 If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

- 4.1 This section of the policy will be enacted in conjunction with the school's Online Safety Policy.
- 4.2 Where possible, all interactions will be textual and public.
- 4.3 In the event that staff and pupils participate using video communication staff are conscious of safeguarding issues and abide by the following:
- 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 unless a virtual background can be used.

- 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.

4.4 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.

4.5 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 SLT, in collaboration with the SENCO.

4.6 Pupils not using devices or software as intended will be disciplined in line with the E Safety Policy.

4.7 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.

4.8 The school will consult with parents at least one week prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

4.9 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.

4.10 The school will communicate to parents via email and parent mail about any precautionary measures 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.

4.11 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.

4.12 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.

5. Safeguarding

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

5.2 The DSL (the headteacher) 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.

5.3 The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

5.4 Phone calls made to vulnerable pupils will be made using school phones where possible.

5.5 The DSL will arrange for regular contact with vulnerable pupils

5.6 All contact with vulnerable pupils will be recorded and suitably stored in line with the Data Protection Policy.

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

5.8 Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning and involve the AWA.

5.9 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.

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

5.11 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.

6. Data protection

- 6.1 This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 6.2 Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3 Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4 Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5 Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6 All contact details will be stored in line with the Data Protection Policy.
- 6.7 The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8 Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9 Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.
- 6.10 Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

7.1 All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Returned to the pupil, once marked, by an agreed date.

Marking and Feedback Strategies:

- Marking and feedback can take various forms including:
- A numeric grading system from 0-4:
0 = Assignment missing; **1** = Learning Intention (L.I) not met;
2 = Working towards L.I. **3** = L.I met; **4** = Exceeded expectations
- A short comment linked to the L.I. given if appropriate
- A yellow highlighter used for written work to show the learning intention has been met
- A green highlighter for written work to show the learning intention needs a little extra work.

- Teachers may choose to present exemplars to guide pupils.
- Teachers may use the live stream to provide whole class feedback, direction and/or clarity
- Teachers may provide answers through quizzes and other digital tools so pupils can assess their own efforts independently

7.2 The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

7.3 Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via info@st-agnes.towerhamlets.sch.uk the school email if their child is not accessing online learning posted via blogs etc.to establish what the problem may be.

7.4 Teaching staff 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.

7.5 Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

8. Health and safety

8.1 This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

8.2 Teaching staff and the ICT technician will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

8.3 If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.

8.4 Screen break frequency is advised to support wellbeing. Some activities are designed with this in mind. The pupil can receive input then leave the screen to complete the task.

8.5 If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

9.1 Children are expected to complete a normal timetable of learning in line with the class timetable available on school website. Homework blogs are set every Monday afternoon for that week and may be used where individual or class bubbles are forced to be absent. This will be supplemented by additional tasks.

9.2 Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

9.3 Parents will inform the school via info@st-agnes.towerhamlets.sch.uk no later than 8:30am if their child is unwell.

9.4 The school will still monitor absence and lateness in line with the Attendance Policy.

10. Communication

10.1 The school will ensure adequate channels of communication are arranged in the event of an emergency.

10.2 The school will communicate with parents via email, parent mail and the school website about remote learning arrangements as soon as possible.

10.3 The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

10.4 Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

10.5 The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

10.6 Teaching staff not in school will have contact with their line manager at least once per week.

10.7 As much as possible, all communication with pupils and their parents will take place within the school hours outlined in [section 9](#).

10.8 Pupils where deemed necessary will have verbal contact with a member of teaching staff at least once per week via group phone call/class chat.

10.9 Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

10.10 Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

10.11 The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

10.12 The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

11.1 This policy will be reviewed on an annual basis by the headteacher.

11.2 Any changes to this policy will be communicated to all members of staff and other stakeholders.

11.3 The next scheduled review date for this policy is the Summer term 2021.

Appendix 1

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we have to be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning, so pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

1. Contingency planning

- 1.1 The school has been open to all pupils from the start of the Autumn term, in line with national and local guidance.
- 1.2 The school has worked closely with the LA and Diocese to ensure the premises is 'COVID-secure', and will continue to complete all necessary risk assessments as necessary. (Refer to school website for Risk assessment)
- 1.3 The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.
- 1.4 The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- 1.5 If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will implement blended learning immediately for that group.

2. Teaching and learning

- 2.1 All pupils will have access to high quality education when remote working.
 - The school will use a range of teaching methods to cater for all different learning styles, this includes: Current online learning portals; Online materials; Educational Websites; Pre-recorded video or audio lessons; Various reading tasks – e.g. comprehension, inference and prediction; Daily challenges including Times Table Rock Stars.
- 2.2 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 2.3 When teaching pupils who are working remotely, teachers will:
 - Set assignments so that pupils have meaningful and ambitious work each day.

- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- 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.

2.4 All provisions for remote learning will be subject to the class group's age and ability.

2.5 The school has planned for several scenarios:

These plans have been set out with due regard for:

- The school's capacity to deliver remote learning
- The ability of parents to implement within a household where there may be more than one sibling also requiring support/electronic devices.
- The possibility that the class teacher in this one form entry school may be ill and unable to teach should a bubble be shut down for 2 weeks.

Remote learning is aspirational and is intended to build on prior learning.

The school is currently using Google Classrooms from Year Two to Year Six.

Nursery, Reception and Year One use learning blogs signposting established learning platforms to support remote learning. Classes have logins for the following websites

- MYON – A virtual reading library
- TTRS – Times Tables Rock Stars to increase fluency in Maths (Y2-Y6)
- Mathletics – Maths
- Purple Mash

Circumstance	Remote learning
<p>My child/ren (<i>also attending St Agnes Primary</i>) are absent because they are awaiting test results and our household is required to self-isolate. The rest of their school bubbles are attending school and being taught as normal.</p>	<ul style="list-style-type: none"> • <i>Children sent out paper copies of work that reflects classroom learning. Children are also signposted to the weekly updated homework blogs which contain additional tasks. Homework blogs updated on Monday.</i>
<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</p>	<ul style="list-style-type: none"> • <i>Learning Folders will be sent home in advance, anticipating possible bubble closures. Maths and English will be stand alone booklets that concentrate on key knowledge i.e. place value for maths, fluency, comprehension for English. Booklets will be tailored to the ability of the children in each class. These will be supplemented by Topic task(s) which will be in the form of projects, knowledge organisers to revise or for immersion in new topics. Children may also be signposted to Oak Academy etc. RE will be linked to Religious Art and children will learn to recite prayers from memory. Where necessary spelling lists, HFWs and speaking and listening opportunities will also be provided at the appropriate level.</i> • <i>All work will be returned and marked within the class setting once the bubble reopens.</i> • <i>SEN children will receive bespoke support in the form of programs related to their need where appropriate.</i> • <i>This work will be supplemented on home learning blogs (currently homework blogs) which will signpost children to additional resources such as Purple Mash, Mathletics, Times Tables Rock Stars, MyON, BBC, Oak Academy (which also includes specialist content for pupils with SEND), Phonics websites that follow the Letters and Sounds Programme.</i> • <i>Once the home learning pack has been used by the bubble a second one needs to be in readiness should the bubble have to close again. If parents complete the pack before a bubble closes they will not receive a replacement pack.</i>
<p>We enter another 'lockdown' with total school closure.</p>	<ul style="list-style-type: none"> • Maths lessons uploaded to the Blog/googleclassroom, following on/mirroring the maths being covered in the classroom at that time. This may be a combination of White Rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. The maths curriculum is further supplemented by Mathletics, Purple Mash and Times Tables Rock Stars (from Y2 upwards). • English tasks uploaded to the blog/googleclassroom following the sequence of learning happening in the classroom for that half term. This will include spelling, grammar, writing and reading. The English curriculum is further supplemented by pre recording of the Letters & Sound Phonics Programme, Purple Mash, MyON. • Topic task(s) will be uploaded to the Blog/google classrooms for children to complete. This will be lessons your child would have had in class at this time which can be most easily adapted to remote learning. • RE- RE work in line with what is happening in class will be set on the blog • Differentiated support for pupils with individualised programmes.
<p>My child's teacher is having to self isolate</p>	<ul style="list-style-type: none"> • Normal timetable will be followed. Curriculum provision will be delivered by school staff.

2.6 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

2.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

3. Returning to school

3.1 The headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.

3.2 After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school.

3.3 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.

4. Monitoring and review

4.1 This policy annex will be reviewed in line with any updated government guidance.

4.2 All changes to the policy will be communicated to the relevant members of the school community.

Guidelines for Staff delivering Remote Education

The following guidelines have been prepared to support staff with safeguarding while engaged in remote education, either online or offline.

When I am communicating using ICT with pupils and parents/carers I will:

- Use the designated school email accounts rather than my own school account
- Ensure that any personal information (eg my phone number) is NOT shared with pupils or parents by using an appropriate Block Caller ID tool

When I am creating and publishing teaching materials that will be shared with pupils/families I will:

- Ensure that everything I publish online to support learning is appropriate and suitable for children
- Check written materials that I create and publish online or print for grammar and spelling mistakes
- Check thoroughly all external resources that I am recommending or linking to for suitability
- Ensure that any materials produced are of a suitable quality and standard before publishing
- Use approved school video sharing accounts (Vimeo) to share staff-created videos online
- Consider SEND, accessibility and the needs of the intended audience when creating resources
- Avoid infringing copyright when copying books, resources and images and printing/publishing online (***This might cover lesson activity packs printed and sent home, Google Classroom materials, website content, class blog posts with remote learning activities, social media posts etc.***)

When I am using a digital platform like Google Classroom to deliver online learning I will:

- Ensure that pupils and parents have been given instructions on how to join the classroom safely
- Make sure I post lesson activities and assignments on time to agreed deadlines
- Follow the agreed school policy on feedback and marking work submitted to the Classroom
- Monitor the engagement of pupils in discussions and when handing in assigned work and flag any concerns
- Set clear boundaries for the use of any chat facilities or discussion forums/streams
- Monitor pupil comments and behaviour in any chat rooms or discussion forums regularly and deal with any incidents immediately following the rules/charter/agreements initially agreed

When I am live-streaming lessons to pupils using video conferencing tools I will:

- Only conduct live-streaming lessons or video calls with pupils or families when agreed beforehand with SLT
- Ensure that parents and pupils understand the agreed school rules for being in a live-streamed lesson
- Ensure that I am familiar with how to use the relevant software or platform safely and effectively
- Follow the guidelines given in the school Remote Education Policy in regard to live-streaming lessons

When I am live streaming lessons or creating multimedia content that will be shared with pupils and I am NOT ON SCHOOL PREMISES I WILL:

- Present myself in the same professional manner that I would use in school
- Dress appropriately and professionally and use appropriate language and vocabulary at all times
- Ensure that I use a neutral background (using software tools if available) when video conferencing
- Ensure that personal possessions/items on display are appropriate and kept to a minimum
- Record video in a private, neutral area (not bedroom or bathroom) with minimum distractions
- Not include friends or family members unless agreed with school beforehand

When I am publishing content created at home and sent into school by pupils/families I will:

- Ensure that I have the parent's permission to publish images taken in the family home
- Clarify with parents the school policy on what kind of images and videos the school will can publish
- Carefully scrutinise images and videos before publishing to ensure school policy is being followed
- Check images of children for identifying information, especially if taken at the pupil's home
- Never link a public photo of a specific child with their name or other personal details
- Explain to parents why content might have been rejected for publishing and give advice for future content (***This includes publishing on the school website, posting on approved school social media account or sharing on a remote education platform like Google Classroom or Purple Mash as well as being published in a printed newsletter or article***)