



## **Remote Education Policy for SRSCMAT Schools (St. Mary's Catholic Voluntary Academy & Nursery, Derby)**

### **1. Statement of Philosophy**

*The St Ralph Sherwin Catholic Multi Academy Trust strives to be creative and innovative, helping schools to devise robust digital support plans to further support parents and children across the 25 schools within its family. The Trust's Strategic Plan has 5 core aims, within which there is recognition of the importance of remote learning in the current climate of Covid-19, taking into account national and local contexts.*

### **2. Aims**

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning, through use of quality online and offline resources and teaching videos, for all pupils (including those with SEND) who are not present in school
- Provide clear expectations to members of the school community with regards to the delivery of high quality, interactive remote learning, and where possible, live online teaching
- Support the continuous delivery of the school curriculum, as well as motivation for learning, PSHE (Personal, Social and Health Education) and Well-Being, as well as helping parents when children are learning from home
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families, including a focus on attendance

### **3 This policy is applicable when:**

- A child is absent because s/he is awaiting test results and the household is required to self-isolate, where the rest of the school bubble is attending school and being taught as normal
- A child's whole bubble is not permitted to attend school because s/he, or another member of the bubble, has tested positive for Covid-19
- An emergency, for example, significant damage to the school building causes the closure of the school building.



## 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 – Teams/Class Dojo/Century/Active Learn (Bug Club/Power Maths)/TTRS/Purplemash/ EdShed) *as well as for staff CPD and parents' sessions.*
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos, Phonics activity videos, story sessions and assemblies via Teams
- Phone calls home
- Messaging facility using Clasdojo
- Phase email addresses
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of Century Tech, BBC Bitesize, Oak Academy, Spongy Elephant Pupil Homepage, TTRS, Active Learn (Bug Club/Power Maths)/TTRS/Purplemash/ EdShed/Phonics Play)

The detailed remote learning planning and resources to deliver this policy can be found on our website:

<https://stmarys-derby.co.uk>:

- Model Timetable and structure for remote learning
- Downloadable Printable Documents
- Curriculum resources
- Bite-size Training resources on the SRSCMAT [Spongy Elephant](#) subscription
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- End User Agreements for Clasdojo and Century

## 5. Home and School Partnership

St. Mary's CVA is committed to working in close partnership with families and recognises that each family is unique; because of this, remote learning may will look different for different families in order to suit their individual needs.

St. Mary's CVA will provide a refresher online training session and induction for parents on how to use Microsoft Teams / Class Dojo as appropriate and, where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St. Mary's CVA would recommend that each 'school day' maintains structure: some suggestions for this can be found on Clasdojo and website.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to engage with good levels of concentration.

We recommend that a separate user profile for each child is created on home devices to ensure any files (word processed documents, presentations etc.) are kept safe and secure. Where you have been provided with a username/email and password for your child, please always encourage them to use these credentials when completing any work. Please do not share these credentials with anyone, including other children in the family.



Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules; this applies when children are working on computers at home.

## 6. Roles and Responsibilities

### The Trust

The Trust is responsible for:

- 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.

Directors of Performance and Standards (DoPS) are responsible for:

- Monitoring and quality assuring home learning
- Ensuring schools are equipped to deliver a high-quality remote learning offer
- Advising and supporting Headteachers and staff during periods where remote learning is necessary

### Local Governing Board (LGB)

The LGB 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

### Designated Safeguarding Lead (DSL)

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

### Senior Leaders

Alongside any teaching responsibilities, the Headteacher and senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular meetings with Phase/Subject leaders, class teachers, reviewing work set, pupil and parent voice
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations



## The SENCO

Liaising with the ICT technicians 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 IHPs, IBPs, IEPs etc.

Identifying the level of support for pupils.

## Teachers

St. Mary's CVA will provide a refresher training session, online training on Spongy Elephant and induction for new staff on how to use Microsoft Teams/Class Dojo.

When providing remote learning, teachers must be available during normal working hours, offering live on-line teaching and catch-up sessions and meditation/liturgies in accordance with the Home Learning timetable issued to parents each week.

If they are 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.

If teachers are self-isolating and well, they are expected to teach remotely.

When providing remote learning, teachers are responsible for:

Setting work:

- o Teachers will set work for the pupils in their classes. The work set should follow the usual timetable for the class had they been in school, wherever possible
- o Weekly/daily work will be shared through Microsoft Teams, Classdojo, website or email
- o Teachers in Nursery to Year 2 will be setting work on Microsoft Teams / Class Dojo
- o Teachers in Year 3 to Year 6 will be setting work on Microsoft Teams / Class Dojo / Century.

If staff are available to work solely on home learning, we will be able to provide the following:

- o Live sessions will be built into the day giving children immediate input - recapping on previous knowledge which will build on new knowledge, offering feedback at the point of learning. The live sessions will be staggered across the phases to ensure children sharing devices at home can access the sessions. Catch up sessions will also be factored in enabling children to join if the live input session time is not convenient for the routine at home, or for intervention, pre and/or post teach sessions. Verbal feedback is given during live teaching sessions, catch-up sessions and on submitted work, with detailed feedback provided for one of the core subjects each day.



#### Providing feedback on work:

- Staff will provide feedback regularly. The pattern of feedback may differ depending on staff available to work.
- If staff are working solely on home learning, feedback will be given throughout and after the sessions (timings outlined in the weekly Home Learning time-table). This ensures children are given feedback at the point of learning and staff workload is considered within the school day.

If staff are managing a class and providing home learning, the following expectations would be in place.

- RE, reading, writing and maths: class teachers will provide detailed feedback on one piece of work each day, alternating between the core subjects.
- Curriculum tasks need to be submitted by 3.30pm and will be responded to/commented upon by teachers by the end of the week. Class teachers will provide detailed feedback on one piece of work, alternating between the non-core subjects by the end of the week.

#### Keeping in touch with pupils who are not in school and their parents:

- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account (admin@stmarys.derby.sch.uk)
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT; for any safeguarding concerns, refer immediately to the DSL

### Learning Ambassadors (Teaching Assistants)

When supporting remote learning, Learning Ambassadors must be available during normal working hours, offering and/or supporting live on-line teaching and catch-up sessions and meditation/liturgies in accordance with the Home Learning timetable issued to parents each week.

If they are 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.

If Learning Ambassadors are self-isolating and well, they are expected to support the remote learning policy.

### IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are 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



## Office Staff

Updating attendance figures/ information.

Liaison with parents re the options for accessing learning for pupils at home.

## Pupils and parents

Staff can expect pupils learning remotely to:

- To log in to Teams for registration during their Phase live starter session, both in the morning and afternoon.

Phase	Morning Registration	Afternoon Registration
FS (Nursery, C1&2)	9.45am	2.00pm
KS1 (C4,5&6)	9.30am	1.45pm
LKS2 (C7,8,9&10)	9.15am	1.30pm
UKS2 (C11,12,13&14)	9.00am	1.15pm

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers using the academy's communication systems (Classdojo, email, MS Teams)
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Ensure their child/ren log in to Teams for registration during their Phase live starter session, both in the morning and afternoon (see table above).
- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need help with the on-line learning platform, e.g. Century/Classdojo/Active Learn/TTRS/Purple Mash
- Be respectful when making any complaints or concerns known to staff e.g privately message teachers on Classdojo

## 7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding Policy and procedures
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Microsoft Teams, Google classroom, seesaw and class dojo
- School plans for leading remote learning