



## Remote Education Policy for SRSCMAT Schools

### St Mary's, Glossop Catholic Voluntary Academy

#### 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.
- A National Lockdown, resulting in partial school closures.



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

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2;
- [Tapestry](#) for EYFS
- [Purple Mash](#) for KS1
- [Century](#) for KS2
- [Timestables Rockstars](#) for Y1-Y6
- [Spelling Shed/Maths Shed](#) for Reception- Y6
- Use of [Microsoft teams](#) for 'live' sessions and daily story time.
- Recorded daily Maths lessons, and other recorded teaching videos to support learning.
- Phone calls/emails home.
- Class email address to be used for pupils to email work to, and receive feedback from the class teacher.
- Printed learning packs
- Physical materials such as reading books, Power Maths practice book, exercise book and writing tools
- Three COVID secure book exchange sessions a week to support children's reading.
- Use of [Century](#) Tech, [BBC Bitesize](#), [Oak Academy](#).

The detailed remote learning planning and resources to deliver this policy can be found here:

- Weekly class timetable, describing the learning for the day in each subject area with links for the pupils to access appropriate resources/videos. (Posted in Class Group on MS Teams)
- Resources and handouts uploaded to each class' MSTeams page for the pupils to access. (Posted in Files)
- Downloadable Printable Documents
- Curriculum resources
- Bite-size Training resources on the SRSCMAT [Spongy Elephant](#) subscription
- Teacher/pupil/parent Code of Conduct for use of Microsoft Teams. (See Appendix)
- The use of Chrome books for families to borrow when struggling to access appropriate devices.
- End User Agreements for Microsoft Teams.

## 5. Home and School Partnership

St Mary's, Glossop 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, Glossop CVA will provide a refresher online training session and induction for parents on how to use the school's online resources i.e Century 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, Glossop CVA would recommend that each 'school day' maintains structure: some suggestions for this can be found on the Home Learning section of the [school website](#) and social media platforms. Weekly timetables are also shared with each pupil to support them in structuring their learning.

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 Head teachers 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 Head teacher 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 – this will be done through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents.
- 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 Head teacher 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, Glossop CVA will provide a refresher training session and online training on Spongy Elephant and induction for new staff on how to use Microsoft Teams, and school's online teaching platforms.

When providing remote learning, teachers must be available between 8.30 am and 4.30 pm.

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:

- 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.
- Weekly class timetables outlining the work for the week will be shared on the class MSTeams page.
- Teachers in Reception to Year 2 will be setting work on Home Learning grids (class timetables), and via activities and tasks on Purple Mash, Spelling Shed, TT Rock stars and Maths Shed. In addition to this Reception will also be using Tapestry as a platform to share learning, and for parents to upload their children's work/photographs. Work assignments, making use of Microsoft Word, will also be sent on MS Teams to Years 1 and 2.



- Teachers in Years 3-6 will be setting work on Home Learning grids (class timetables), and via Century (in the form of Nuggets), Spelling Shed, TT Rock stars and Maths Shed. Assignments will also be set on MS teams making use of Microsoft Word.

Providing feedback on work:

- Years 1-6- All work completed during the day needs to be emailed to the class email address, the assignment submitted via Microsoft Teams or the online task (e.g. Century) by 3pm each day.
- Reception- All work completed during the day needs to be emailed to the class email address or uploaded onto Tapestry by 3pm each day.
- All work uploaded or sent to the class teacher will be commented upon by the next school day.
- Feedback will be sent to the parents email address from which the work was submitted and never to a pupil's email address.
- Feedback/misconceptions will also be addressed by the class teacher during each 'live' morning session.

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 class email address or [info@st-marysrc.derbyshire.sch.uk](mailto:info@st-marysrc.derbyshire.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.

## Teaching Assistants

Teaching assistants must be available between their normal working hours.

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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

## IT Technicians/Computing Subject Leader

IT technicians/Computing Subject Leader 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:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they are 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 cannot complete work
- Seek help from the school if they need it – see [School Website](#).
- Be respectful when making any complaints or concerns known to staff.

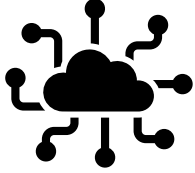
## **7. Links with other policies and development plans**

This policy is linked to our:

- Child Protection and Safeguarding Policy and procedures
- COVID-19 Amended Behaviour policy
- Data protection policy and privacy notices
- E-safety policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Microsoft Teams



## Appendix



# Code of Conduct

## BEING ONLINE: Guidance for Pupils & Parents

### PUPILS CODE OF CONDUCT

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When using the **Microsoft** account in applications like Microsoft Office and Teams pupils should always remember to **be polite and respectful** when communicating with others.

- ✓ Work on Teams as you would in the classroom – **respectfully and sensibly**.
- ✓ Keep your **microphone on mute** except when asked to speak.
- ✓ If you experience an incident where someone has been unkind or disrespectful to you, **report it immediately** to your class teacher – ideally with a screenshot.
- ✓ You should **inform an adult** if you see anything online that makes you feel uncomfortable.
- ✓ You should not share or upload anything **which is inappropriate** or could upset others.
- ✓ You should only contact your teacher through the chat if you have **a question related to your learning**.
- ✓ You **should not share your password** with others or use other pupils accounts.
- ✓ You should **not delete or open** other people's files or documents.

### PARENTS GUIDELINES

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- ✓ Parents should not use the pupils account to contact teachers.
- ✓ Parents should provide suitable supervision to their children when accessing schoolwork at home.

### WHAT TO EXPECT FROM THE SCHOOL AND THE STAFF

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- ✓ Staff will not start any online session until more than 2 children are in the lobby
- ✓ Staff will end any online session for all pupils before leaving
- ✓ If it is clear a child has been unkind to another child or shared inappropriate content, they will be given a warning and their parents will be contacted.
- ✓ If their behaviour continues then they will have their access restricted and potentially removed, with work being sent home by another means.
- ✓ The school reserves the right to log on to an account to check the activity of a pupil to help resolve any problem.