



# SJF REMOTE LEARNING POLICY

September 2020

## VISION & MISSION

Our vision is that every single member of our community will love, learn and grow together. This is achieved by:

- Celebrating what we are good at
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
- Knowing that we are loved for being just how God made us
- Accepting that everyone is special



## INTRODUCTION

St John Fisher Primary School has always strived to be creative, innovative and support our parents and children in the best way possible to make learning purposeful.

St John Fisher's Remote Learning provision will be high-quality, safe and align as closely as possible with in-school curriculum content. Our aim is to develop remote education so that it is integrated into school curriculum planning so that no-one need fall behind. It may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or for all pupils in the case of bubble self-isolation or local/national lockdown.

## AIMS

This remote learning policy aims to:

- ensure consistency in the school's approach to remote learning for all pupils (including SEND) who are not in school through use of quality online and offline resources and teaching videos.
- set out expectations for all members of the school community with regards to delivery of high quality interactive remote learning
- support effective communication between the school and families and support attendance
- provide appropriate guidelines for reporting concerns and data protection

All learning will be conducted using the Microsoft Teams and Tapestry app platforms.

These platforms will also allow staff to keep in daily contact in a professional and confidential manner with their class members. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our school's ability. In all communications we will prioritise the wellbeing of our children.





Pupils and staff are expected to follow the same high standards of communication and respectful behaviour towards each other that characterises the everyday face to face learning environment at St John Fisher Primary.

## HOME LEARNING

### *Flexibility*

We realise that the circumstances that cause individuals to self-isolate due to having COVID symptoms or our school to close class bubbles, will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides.

- ✗ Parents/carers may be trying to work from home so access to technology as a family may be limited.
- ✗ Parents/carers may have two or more children trying to access technology and need to prioritise the needs of older siblings studying towards GCSE/A Level accreditation;
- ✗ Teachers may be trying to manage their home situation and the learning of their own children;
- ✗ Systems may not always function as they should.
- ✗ Understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

### *Who is this aimed at?*

- A child (and their siblings if they are also attending St John Fisher Primary) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal;
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19;
- The whole school if there is a localised or national lockdown; and
- Remote Home Learning via Microsoft Teams (and Tapestry for EYFS).

### *Remote learning will:*

- use high quality, reliable and safe materials;
- ensure that the detrimental impact on children's learning is minimised;
- ensure that there is a balance between online and offline activities in a variety of subject areas and contain tasks and links to follow (in any order and at a time that suits on that day);
- be sustainable for the school in the event of staff becoming unwell and being unable to set activities;
- be manageable for staff by developing a collaborative approach to activities Be manageable for parents/carers through offering support and guidance and allowing siblings to work together on some activities/themes; and
- take account of the impact of the current situation on mental health and wellbeing and not put undue pressure on children or families.





While we understand that remote learning may be easier for some families than others, we no doubt all agree that keeping regular learning going during the period that children or class bubbles are isolating, is vitally important to reduce the impact on our children's education.

**Other tools we will use to deliver this remote education plan include:**

- use of recorded video for instructional purposes – teacher produced or from reputable websites.
- recorded assemblies
- printed learning packs – differentiated for individuals and for those with SEND.
- physical materials such as CGP work books, reading books and writing tools Use of BBC Bitesize, Oak Academy and other reputable educational websites
- use of the school's other online platforms: Bug Club, Times Tables Rock Stars, My Maths and SPAG.com.

## DAILY CONTACT

This may include for individuals or small groups self-isolating:

- Typed or audio messages to and from home using Microsoft Teams (or Tapestry in the case of EYFS)
- Responding with quality written/audio or filmed feedback after learning has been uploaded on to the platform.
- Phone calls home by a member of the year group team to check on the child's wellbeing - a member of staff will attempt to make contact weekly to have a sustained conversation.

In the event of the whole bubble self-isolating or localised lockdown:

- any of the above
- sharing of stories via Microsoft Teams at a pre-scheduled time where a link to the virtual session is emailed.
- work also included on the school website home learning tab by clicking [here](#) or by following this link: <https://www.st-johnfisher.org/home-learning/>

## PROVIDING FEEDBACK ON HOME LEARNING

Pupils are to send their completed learning to teachers via Microsoft Teams or Tapestry daily. Bearing in mind for flexibility of circumstance.

Teachers will respond with feedback that includes emojis, other suitable symbols, typed commentary or via audio feedback which is in line with our existing marking/feedback policy.





Teachers will respond to any updates from parents/children as soon as they are able to taking into account that if it is an individual or a small group isolation circumstance, the teacher will still have a class commitment during the school day. When the whole class is self-isolating this feedback will happen during the school day.

## HOME & SCHOOL PARTNERSHIP

Our school is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs.

Our school will provide regular email/text and website updates and top tips to induct parents/carers on how to use Microsoft Teams and Zoom effectively.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Our school would recommend that each 'school day' maintains structure as outlined .

- We encourage parents to support their children's learning, including finding an appropriate place to study and, to the best of their ability, support pupils with their learning encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that activities are set promptly. Should accessing activities be an issue, parents/carers should contact school via email promptly and alternative solutions may be available. These will be discussed on case-by-case basis.
- All families sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home too.
- Use of Year group e-mail accounts in the case of a whole class bubble closure or whole school localised lock down closure.
- Emails received on the year group email from parents and pupils are only to be checked between 9am and 5pm, Monday to Friday during term time. Replies will only be sent during these times.
- Emails will be replied to within 48hrs.
- Any relevant staff member within the year group team can respond to year group enquiries; it may not be the pupil's class teacher.
- Any issues that are received regarding remote education provision are to be dealt with professionally by the class teacher. The Headteacher or other members of the Leadership Team should only be included in the communication if deemed necessary.





## ROLES & RESPONSIBILITIES

### Teaching staff will:

- share teaching and activities with their class through the Microsoft Teams /Tapestry and through the school website Home Learning Tab in cases where a whole bubble closes;
- continue teaching in line with current year group planning that is already in place throughout the school;
- accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- keep in daily contact with children through the measures outlined above – using St John Fisher approved apps and platforms only;
- reply to messages, set learning activities and give feedback on activities during the normal teaching hours 9.00 am – 3.30pm;
- reply to emails up to 5pm Monday-Friday during term time;
- allow flexibility in the completion of activities, understanding that the circumstances leading to the self-isolation will affect families in a number of ways;
- take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow;
- if unwell themselves, be covered by another staff member for the uploading and feedback of activities. Follow up messages on the Microsoft Teams/Tapestry platform during this time will not be undertaken until the teacher is fit to work again;
- record details of phone conversations on CPOMs – giving a small commentary of the content using bullet points. Outline the family members spoken to e.g. Mum/Dad and child. Briefly report on e-safety through discussion with parents and child about being safe online. Remind the child that they can speak to a trusted adult in school if they have a worry or feel sad and the channels in which they can do this. Siblings will be 'tagged' on CPOM entries; and
- ensure that if attending virtual meetings with other staff, external agencies, parents and pupils they reply to RSVP via their school e-mail address. When using Microsoft Teams/Zoom, avoid areas with background noise, ensure that there is nothing inappropriate in the background, ask all to remain muted unless invited to speak, access the chat function primarily to communicate.

### Learning support staff will:

- assist the class teacher in sharing teaching and activities with their class through the Microsoft Teams /Tapestry and through the school website Home Learning Tab in cases where a whole bubble closes;
- assist the class teacher in keeping daily contact with children through the measures outlined above – using St John Fisher approved apps and platforms only, reporting any safeguarding concerns in a timely manner;





- reply to messages, assist the class teacher with setting learning activities and giving of feedback on activities during the normal teaching hours 9.00 am – 3.30pm;
- support pupils where appropriate, with accessing learning remotely, including those with SEND in accordance with IEP targets; and
- attend virtual meetings with teaching staff, parents and pupils where deemed appropriate to do so, avoiding areas with background noise, ensuring that there is nothing inappropriate in the background, remaining muted unless invited to speak, accessing the chat function primarily to communicate.

**Curriculum Leaders will:**

- monitor the learning set by teachers for their subject responsibility;
- review the learning set on Microsoft Teams/Tapestry for consistency and parity of practice across the school; and
- review current subject expectations in the light of the need of remote home learning for the individual, the bubble or the whole school in the case of localised lockdown.

**The Leadership & Management Team will:**

- coordinate the remote learning approach across the whole school;
- monitor the overall effectiveness of remote learning – reviewing learning set by teachers, monitoring use of Seesaw/Tapestry;
- monitor email correspondence between parents and teachers (including the use of CPOMS);
- monitor the security of remote learning systems, including data protection and safeguarding considerations;
- ensure value for money when arranging the procurement of equipment or technology;
- ensure that the school has adequate insurance to cover all remote working arrangements.

**Designated Safeguarding Leads & Deputies will:**

- maintain contact, collating, passing on information and responding to any safeguarding concerns in a timely manner; and
- refer to and follow the COVID-19 addendum, the September 2020 Child Protection and Safeguarding Policies in all matters.

**ACS staff will:**

- fix issues with systems used to set and collect children's work;
- help staff and parents with guidance for any technical issues they're experiencing;
- review the security of systems and flagging any data protection breaches to (Judicium) who will work in collaboration ACS; and
- assist pupils, staff and parents with accessing the internet or devices remotely.

**Staff and Pupils will:**

- complete learning to the deadlines set by teachers as much as they can





- be contactable during the hours of the school day 9am – 3.30pm Monday to Friday – although they may not always be (and indeed should not be expected to be) in front of a device or working on their offline activities the entire time
- seek help and guidance if they need it, from teachers or learning support assistants via Microsoft Teams;
- alert teachers if they not able to complete work due to a misunderstanding Microsoft Teams;
- be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- work a day behind what has been shared through the Microsoft Teams/Tapestry;
- only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- read daily, either independently or with an adult; and
- consider using the self-isolation time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

**Parents and Carers will:**

Staff can expect parents/carers to:

- Support their child's learning to the best of their ability
- Encourage their child to access and engage with Microsoft Teams/Tapestry posts from their teacher
- Seek guidance if anything is unclear in the learning that is set.
- Check their child's completed work each day and actively encourage the progress that is being made
- Contact school if they need to inform the class teacher if their child is ill or cannot complete the work set for another reason via email at [enquiries@st-johnfisher.org](mailto:enquiries@st-johnfisher.org) or via their child's class email
- Be respectful when raising concerns to staff
- Refer to the school website for help in supporting pupils remotely [www.st-johnfisher.org](http://www.st-johnfisher.org)
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Microsoft Teams/Tapestry apps
- Be mindful of mental well-being of both themselves and their child(ren) and encourage their children to take regular breaks, play games, get fresh air and relax;

Learning that children complete on paper at home should be kept safe and can be brought back to school when safe to do so.





In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that the school will not take responsibility for any breach of Copyright Law.

## CONTACT

If parents/carers have any questions or concerns, they should contact the following individuals:

- ✓ Issues with learning activities – talk to the child's class teacher
- ✓ Concerns about safeguarding – talk to the school's DSLs (Mr Barratt, Mrs Barrett, Mrs Hadfield and Mrs Pickering)
- ✓ Issues with SEND – talk to the class teacher and then escalate to our SENCO Mrs Hadfield if it remains an issue.
- ✓ Issues with behaviour at home – talk to the child's class teacher in the first instance and then escalate to Mrs Pickering who can then involve other members of the Leadership Team if deemed necessary
- ✓ Concerns about data protection – talk to the Data Protection Officer (Judicium )

## THE GOVERNING BODY

The Governing Body is responsible for monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and ensuring that staff are certain that systems are appropriately secure - for both data protection and safeguarding reasons.

## DATA PROTECTION

### *Accessing Personal Data*

When accessing personal data, all staff members will:

- have access to CPOMS to record any parent communication or concerns about children, this is accessed via a secure password and a further authenticator to ensure maximum privacy. Staff members are aware they need to log out after each use and that they are not to allow access to the site to any third party; and
- use school laptops and iPads as the school's preferred devices to be used when accessing any personal information on pupils. CPOMS must not be accessed on home devices outside of school hours (except for members of Leadership where absolutely necessary and unavoidable and for those class teachers that have been given permission to do so on a temporary basis).

### *Sharing Personal Data*

- Staff members may need to collect and/or share personal data such as emails/phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

### *Data Security*





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 (this also applies to CPOMS);
- ✓ not sharing the device among family or friends;
- ✓ ensuring antivirus and anti-spyware software are up to date and active; and
- ✓ Keeping operating systems up to date – ACS always install the latest updates as a matter of course.

## Links with other Policies and Development Plans

This policy is linked to our:

- safeguarding policy
- behaviour policy
- marking and feedback Policy
- GDPR policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning Code of Conduct policy

