



# Remote and Blended Learning Policy

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## Contents

|  |          |
|--|----------|
| <b>1. Aims .....</b>                                 | <b>2</b> |
| <b>2. Roles and responsibilities .....</b>           | <b>2</b> |
| 2.1 Teachers .....                                   | 2        |
| 2.2 Learning Support Assistants .....                | 2        |
| 2.3 SENCOs .....                                     | 3        |
| 2.4 Learning Mentors.....                            | 3        |
| 2.5 Disadvantaged Learner Leads .....                | 3        |
| 2.6 Subject/Faculty Leads .....                      | 4        |
| 2.7 Key Stage /Progress Leads.....                   | 4        |
| 2.8 Safeguarding Leads .....                         | 4        |
| 2.9 Pastoral Staff.....                              | 4        |
| 2.10 Senior Leaders .....                            | 5        |
| 2.11 IT Staff.....                                   | 5        |
| 2.12 Pupils and Parent/Carers.....                   | 5        |
| 2.13 LGB .....                                       | 5        |
| 2.14 Directors.....                                  | 6        |
| <b>3. Who to contact .....</b>                       | <b>6</b> |
| <b>4. Data protection .....</b>                      | <b>6</b> |
| <b>5. Safeguarding .....</b>                         | <b>7</b> |
| <b>6. Monitoring arrangements .....</b>              | <b>7</b> |
| <b>7. Links with other policies .....</b>            | <b>7</b> |
| <b>8. Addenda: School Specific Procedures .....</b>  | <b>8</b> |
| Our Lady and St Weburgh Catholic Primary School..... | 8        |
| St John Fisher Catholic College .....                | 12       |
| St Mary's Catholic Primary School .....              | 18       |
| St Teresa's Catholic Primary School.....             | 23       |
| St Thomas Aquinas Catholic Primary School.....       | 27       |
| St Wulstan's Catholic Primary School .....           | 32       |

## 1. Aims

This remote learning policy for staff aims to:

Ensure consistency in the approach to remote learning for pupils who are not in school.

Set out expectations for all members of the school community with regards to remote learning.

Provide appropriate guidelines for data protection

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote or blended learning, teachers must be available to deliver lessons for their contracted hours, during the normal school day covered by directed time. Specific times for each school are detailed in the addenda.

Where a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent who needs constant care, they should report this using the normal absence procedure which is outlined for each school in the addenda.

When providing remote learning, teachers are responsible for:

- Setting work for the classes they would normally teach and any rarely cover required by the school.
- Setting an amount of work equivalent to the amount of time they would be teaching.
- This work should be set by the time indicated by each school.
- The work should be uploaded to the learning platform(s) used by the individual schools and set out in the individual school procedures in the addenda.
- Teachers should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work. Individual school procedures are set out in the addenda.
- Teachers should coordinate with Learning Support Assistants to support relevant pupils.
- Teachers should provide feedback on the work produced by pupils using the mechanisms detailed in the individual school procedures.
- Teachers are expected to keep in touch with pupils who are not in school (and their parent/carers) following the procedures detailed in the addenda. This may include emails, phone calls, learning platforms etc. All contact should follow school safeguarding and GDPR protocols.
- Behavioural issues such as failure to complete work should be handled according to the individual schools BfL policies and is detailed in the addenda for individual schools.

**Attending virtual meetings.** Where teachers are required to attend virtual meetings, they should follow the CtKCC code of conduct in relation to dress code and must be aware at all times of confidentiality and the appropriateness of the location.

Where teachers are required to work in school to provide remote learning, time will be managed in accordance with the normal timetable. This may include but is not limited to, live streaming lessons, providing live online teaching, producing video lessons to be streamed to pupils or providing other resources to online learning. Details of individual school requirements can be found in the addenda.

### 2.2 Learning Support Assistants

When assisting with remote and blended learning, Learning Support Assistants (LSAs) must be available for their normal contracted hours during the school day. Specific times for each school are detailed in the addenda.

Where a LSA is unable to work for any reason during this time, for example due to sickness or caring for a dependent who needs constant care, they should report this using the normal absence procedure which is outlined for each school in the addenda.

When assisting with remote learning, LSAs are responsible for:

- Supporting pupils who are not in school with learning remotely:

- LSAs are expected to keep in touch with the pupils they support who are not in school (and their parent/carers) under the direction of the class teacher or SENCO following the procedures detailed in the addenda. This may include emails, phone calls, learning platforms etc. All contact should follow school safeguarding and GDPR protocols.
- Attending virtual meetings with teachers, parent/carers and pupils. Where LSAs are required to attend virtual meetings they should follow the CtKCC code of conduct in relation to dress code and must be aware at all times of confidentiality and the appropriateness of the location.

Where LSAs are required to work in school to provide remote learning, time will be managed in accordance with the normal timetable. Details of individual school requirements can be found in the addenda.

LSAs may be directed by the SENCo or the class teacher in supporting remote and blended learning.

### **2.3 SENCOs**

In addition to their teaching responsibilities, SENCOs leads are responsible for:

- Considering whether any aspects of the subject curriculum need to be adapted to support identified pupils with SEND
- Working with teachers to support them in ensuring that the work they set remotely is appropriate and consistent for pupils with SEND
- Working with relevant outside agencies to support the remote learning of pupils with SEND
- Monitoring the remote work set by teachers in relation to accessibility for pupils with SEND.
- Alerting teachers to resources they can use to teach support pupils with SEND
- Directing LSAs to support individual and groups of pupils

School specific detail is included in the addenda

### **2.4 Learning Mentors**

When assisting with remote and blended learning, learning mentors must be available for their normal contracted hours during the school day. Specific times for each school are detailed in the addenda.

Where a learning mentor is unable to work for any reason during this time, for example due to sickness or caring for a dependent who needs constant care, they should report this using the normal absence procedure which is outlined for each school in the addenda.

When assisting with remote learning, learning mentors are responsible for:

- Supporting disadvantaged learners who are not in school with learning remotely:
- Learning mentors are expected to keep in touch with the pupils they support who are not in school (and their parent/carers) under the direction of the class teacher or Disadvantaged Learner Lead following the procedures detailed in the addenda. This may include emails, phone calls, learning platforms etc. All contact should follow school safeguarding and GDPR protocols.
- Attending virtual meetings with teachers, parent/carers and pupils. Where Learning Mentors are required to attend virtual meetings they should follow the CtKCC code of conduct in relation to dress code and must be aware at all times of confidentiality and the appropriateness of the location.

Where Learning Mentors are required to work in school to provide remote learning, time will be managed in accordance with the normal timetable. Details of individual school requirements can be found in the addenda.

Learning Mentors may be directed by the Disadvantaged Learner Lead or SLT in supporting remote and blended learning.

### **2.5 Disadvantaged Learner Leads**

In addition to their teaching responsibilities, disadvantaged learners leads are responsible for:

- Considering whether any aspects of the subject curriculum need to be adapted to support identified disadvantaged learners

- Working with teachers to support them in ensuring that the work they set remotely is appropriate and consistent for disadvantaged learners
- Working with relevant outside agencies to support the remote learning of disadvantaged learners.
- Monitoring the remote work set by teachers in relation to accessibility for disadvantaged learners.
- Alerting teachers to resources they can use to support disadvantaged learners.
- Directing Learning Mentors to support individual and groups of pupils

School specific detail is included in the addenda

## 2.6 Subject/Faculty Leads

In addition to their teaching responsibilities, subject /faculty leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers to ensure remote 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
- Monitoring the progress of classes and individual pupils as they work remotely.
- Alerting teachers to resources they can use to teach their subject remotely

School specific detail is included in the addenda

## 2.7 Key Stage /Progress Leads

In addition to any teaching responsibilities, key stage/progress leads are responsible for:

- Monitoring the progress of individual learners across a range of subjects
- Monitoring the effectiveness of remote learning for individual pupils

School specific detail is included in the addenda

## 2.8 Safeguarding Leads

The DSL/DDSL are responsible for ensuring that we continue to follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#) and that each school has an up to date school specific Safeguarding Policy including a Covid Specific Addendum. Information about these policies can be found in the addenda to this policy.

In relation to on line and blended learning the DSL should ensure that children continue to be protected when they are online

## 2.9 Pastoral Staff

When assisting with remote and blended learning, Pastoral staff must be available for their normal contracted hours during the school day. Specific times for each school are detailed in the addenda.

Where a member of the pastoral staff is unable to work for any reason during this time, for example due to sickness or caring for a dependent who needs constant care, they should report this using the normal absence procedure which is outlined for each school in the addenda.

When assisting with remote learning, pastoral staff are responsible for:

- Being a point of contact for parent/carers
- Supporting with the wellbeing of pupils who are not in school.
- Fulfilling the expectation that they keep in touch with pupils who are not in school (and their parent/carer). This may include emails, phone calls etc. All contact should follow school safeguarding and GDPR protocols.
- Attending virtual meetings with teachers, parent/carers and pupils. Where Pastoral Staff are required to attend virtual meetings they should follow the CtKCC code of conduct in relation to dress code and must be aware at all times of confidentiality and the appropriateness of the location.

Where Pastoral Staff are required to work in school to provide remote learning, time will be managed in accordance with the normal timetable. Details of individual school requirements can be found in the addenda.

Pastoral Staff will be directed by SLT in supporting remote and blended learning.

## **2.10 Senior Leaders**

In addition to any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including GDPR and safeguarding considerations

School specific detail is included in the addenda

## **2.11 IT Staff**

When assisting with remote and blended learning, IT staff must be available for their normal contracted hours during the school day. Specific times for each school are detailed in the addenda.

Where a member of the IT staff is unable to work for any reason during this time, for example due to sickness or caring for a dependent who needs constant care, they should report this using the normal absence procedure which is outlined for each school in the addenda.

When assisting with remote learning, IT staff are responsible for:

- Supporting pupils, staff and parent/carers with the access to remote learning platforms
- Assisting pupils and parent/carers with accessing the internet or devices
- Supporting with other IT related issues
- Fixing issues with systems used to set and collect work
- Helping staff and parent/carers 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

## **2.12 Pupils and Parent/Carers**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider 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 parent/carers 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
- Be respectful when making known any complaints or concerns to staff

## **2.13 LGB**

The Local Governing Body 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
- Communicating with Directors about the quality of remote learning

## 2.14 Directors

The Board of Directors is responsible for oversight of the LGB in monitoring remote and blended learning.

## 3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – contact the relevant Faculty/Subject Lead
- Issues in setting work for pupils with SEND – contact the SENCO
- Issues with setting work for vulnerable learners – contact the Vulnerable Learner Lead
- Issues with behaviour relating to work – contact the relevant Faculty/Subject Lead
- Issues with non work related behaviour – contact the relevant Pastoral Staff
- Issues with IT – contact the IT staff
- Issues with your own workload or wellbeing – talk to your line manager or the Wellbeing Lead
- Concerns about data protection – contact the data protection officer
- Concerns about safeguarding – contact the DSL/DDSL

## 4. Data protection

### 4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will follow CtKCC protocols for dealing with personal data and comply with the CtKCC code of contact. Specific detail for each school is included in the addenda.

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as telephone numbers and email addresses 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.

### 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

We continue to follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#) and that each school has an up to date school specific Safeguarding Policy including a Covid Specific Addendum. Information about these policies can be found in the addenda to this policy.

Links to individual school Safeguarding Policies can be found in the addenda.

## 6. Monitoring arrangements

This policy will be reviewed annually by the Directors S&P Committee. At every review, it will be approved by the Board of Directors

## 7. Links with other policies

This policy is linked to our:

- Staff Code of Conduct
- Staff Absence Policy
- BfL Policy
- School Safeguarding Policies and coronavirus addenda
- School Assessment Marking and Feedback Policies
- GDPR and Data protection Policy
- Home-school agreement

## 8. Addenda: School Specific Procedures



# Our Lady and St Werburgh Catholic Primary School



## Roles and Responsibilities:

### Teachers

- Teachers will be expected to deliver remote/blended learning from 9:00 am -3:15pm
- Teacher absence will be conducted as normal – any member of staff unable to work will be required to contact the school (via mobile contact to the Headteacher in the event of school closure) before 8:00am.
- If a member of teaching staff is absent due to illness, they cannot be expected to provide remote learning. In these circumstances all pupils will be re-directed to the Oak National Academy Schedule by the assigned Teaching Assistant.
- Each day work will be set – all set work will be created a day in advance and available to children at 9:00am the following day.
- Our Lady & St Werburgh's uses the Seesaw learning platform for the setting, marking and feedback of work. To enable consistency across all school, much of the targeted work will be that of the Oak National Academy. Curriculum specific work will be added via Seesaw
- Teachers have responsibility for individual year groups, the setting of work and assessment and feedback. They are required to keep all staff communication via CtKCC email in the Staff Group to ensure clarity and openness of messaging.
- Each teacher has a LSA who is also responsible for the management of the Remote learning alongside the teacher. This will involve the deployment of work or the creation of resources. In addition, the LSA are to establish regular phone contact with pupils with learning needs.
- Feedback is via the Seesaw platform, where each child can both receive and submit work.

### Safeguarding

#### Staff are:

- To adhere to statutory safeguarding requirements (KCSIE) and in particular how this might impact the home environment and remote learning, given an extended period out of school.
- To pass any concerns to the SL or DSL.

### Assessment and Feedback

Assessment of work will be via the pupil journal aspect of the Seesaw platform. This allows pupils to submit work and have it assessed by teachers and receive feedback.

### Contact

- Continuous contact is available via the Journal feature of the learning platform. In addition to which regular phone calls home will be carried out by both teachers and teaching assistants.
- Contact with parent/carers is via school email accounts in working hours only (8:30-3:30) Emails are only to be answered in working hours for teaching staff. Those on the leadership scale can answer emails outside of the working hours if judged necessary.
- Pupils not engaging with the remote learning will have contact made to the home. If contact over the phone or through email cannot be established, then a letter will be hand delivered to the registered residential address.

- Parent/carer progress meetings will be conducted over the phone to maximise attendance. The call time will be established in communication with the parent/carer.

## Teaching assistants

- All LSAs are to assist their respective class teacher with the updating of the learning platform and communication with pupils.
- Teaching Assistant absence will be conducted as normal – any member of staff unable to work will be required to contact the school (via mobile contact to the Headteacher in the event of school closure) before 8:00am.

## Responsibilities

To work under the direction of the assigned class teacher for Remote Learning. This will include:

- To maintain the Oak National daily provision (English/Maths) to the class in the absence of the class teacher.
- LSA are to provide support to pupils who aren't in school with learning remotely, this will include phone calls to specific children to support with learning.
- Keeping in touch with pupils they are working with who are not in school and their parent/carers /carers under the direction of the class teacher or SENDco.
- To assist with email/remote learning questions during their contracted hours under the direction of their assigned class teacher. All communication to be shared with the class teacher.
- To pass onto the class teacher and SLT any concerns or complaints about the remote learning provision.

## Safeguarding

To adhere to statutory safeguarding requirements (KCSIE) and in particular how this might impact the home environment and remote learning given an extended period out of school. To pass any concerns to the SL or DSL.

## SENDCOs

- The school SENDco will communicate with the class teachers any further necessary information relating to the children in their year group which might require adjustments to the Remote Learning provision.
- The SENDco will maintain communication with external services used to support children and if possible liaise with parent/carers to maintain continuity of support if appropriate.

## Senior leaders

- EY Leader – Elizabeth Ford – [eford.olsw@ctkcc.co.uk](mailto:eford.olsw@ctkcc.co.uk)
- KS1 Lead – Julia Freckleton – [jfreckleton.olsw@ctkcc.co.uk](mailto:jfreckleton.olsw@ctkcc.co.uk)
- KS2 Lead – Jennifer Lockley – [jlockley.olsw@ctkcc.co.uk](mailto:jlockley.olsw@ctkcc.co.uk)

All members of the SLT are the Ey/KS1 & KS2 leads in the school. They will maintain their roles in providing support to the class teachers and monitoring the remote provision being delivered across the school. This will include

- The promptness of updating the provision
- The regular communication with pupils
- Content of remote learning activities

SLT are to challenge content being provided to ensure it complies with the Catholic ethos of the school and curriculum design.

## Safeguarding Leads

The Senior safeguarding lead is the Headteacher:

Mr B Grove - [bgrove.olsw@ctkcc.co.uk](mailto:bgrove.olsw@ctkcc.co.uk)

Deputy Safeguarding Leaders are the SLT:

EY Leader – Elizabeth Ford – [eford.olsw@ctkcc.co.uk](mailto:eford.olsw@ctkcc.co.uk)

KS1 Lead – Julia Freckleton – [jfreckleton.olsw@ctkcc.co.uk](mailto:jfreckleton.olsw@ctkcc.co.uk)

KS2 Lead – Jennifer Lockley – [jlockley.olsw@ctkcc.co.uk](mailto:jlockley.olsw@ctkcc.co.uk)

## Pupils and parent/carers

All information of the Remote Learning provision is signposted to parent/carers from the school website

### Online Learning

[Our commitment to ensuring pupils are educated in school and at home during the Coronavirus Pandemic 2020-21](#)



During these uncertain times, as a school we believe it's important to provide every child with consistency when it comes to their education.

If your child is off school due to illness, we will presume that they are unable to complete work from home. When they make a full recovery, they will return to school and resume their learning as usual.

There may be times when your child is off school due to Coronavirus and they're actually fit and well. An example of this would be a family member in the household is awaiting COVID test results and the household is isolating. In these circumstances, the school would expect your child to continue with their education. In order to provide every child with this opportunity, we are directing parents/carers to the National Oak Academy website recommended by the Department for Education.

[What is Oak National Academy?](#)

The information details how and what the materials being used are for and how they are accessed. Logins and passwords are distributed to parent/carers via parent/carermail and all teaching staff have also provided their school email addresses. All teaching staff have the ability to reset passwords for their year group if required.

### LGB

Regular contact is maintained with the LGB. The lead Governor is the Chair of Governors, Mr James O'Hara and is contacted via the Governor email: [governors.olsw@ctkcc.co.uk](mailto:governors.olsw@ctkcc.co.uk)

### Directors

The link director for Our Lady & St Werburghs, is Mrs Sharon Brammell who can be contacted via email: [Sharon.brammell@ctkcc.co.uk](mailto:Sharon.brammell@ctkcc.co.uk)

## Who to contact:

Nursery: Rachel Nield – [rniield.olsw@ctkcc.co.uk](mailto:rniield.olsw@ctkcc.co.uk)

Reception: Elizabeth Ford – [eford.olsw@ctkcc.co.uk](mailto:eford.olsw@ctkcc.co.uk)

Year 1; Francesa Whieldon – [fwhieldon.olsw@ctkcc.co.uk](mailto:fwhieldon.olsw@ctkcc.co.uk)

Year 2: Julia Freckleton – [jfreckleton.olsw@ctkcc.co.uk](mailto:jfreckleton.olsw@ctkcc.co.uk)

Year 3: Samantha Durkin - [sdurkin.olsw@ctkcc.co.uk](mailto:sdurkin.olsw@ctkcc.co.uk)

Year 4: Melanie Walley - [mwalley.olsw@ctkcc.co.uk](mailto:mwalley.olsw@ctkcc.co.uk)

Year 5: Robert Stockton - [rstockton.olsw@ctkcc.co.uk](mailto:rstockton.olsw@ctkcc.co.uk)

Year 5: Jennifer Lockley – [jlockley.olsw@ctkcc.co.uk](mailto:jlockley.olsw@ctkcc.co.uk)

## Data protection

### Accessing personal data

All access to data will be compliant with the GDPR:

All communication will only through CtKCC email addresses and the CTKCC Office 365 platform (One Drive etc)

The Seesaw Platform is secure and pupil specific with individual accounts and access.

The Oak National Academy does not require any personal data to access the resources.

The assessment platform DC Pro is a part of the CtKCC family of products and teachers can access information and input progress data through the secure site.

All additional access request must go to through the school office: [admin.olsw@ctkcc.co.uk](mailto:admin.olsw@ctkcc.co.uk)

## Processing personal data

Access to personal data must go through the school office and can only be accessed by specific individuals:

- Primary Academy Manager: Helen Carter - [hcarter.olsw@ctkcc.co.uk](mailto:hcarter.olsw@ctkcc.co.uk)
- Administration Assistant: Jennifer Thompson - [jthompson.olsw@ctkcc.co.uk](mailto:jthompson.olsw@ctkcc.co.uk)
- Headteacher: Ben Grove - [bgrove.olsw@ctkcc.co.uk](mailto:bgrove.olsw@ctkcc.co.uk)

## Keeping personal devices secure

All personal devices used to access school information (laptops/mobile phones) must be password protected and external drives must use Microsoft Bitlocker to encrypt the contents.

## Safeguarding

There are a number of policies relating to safeguarding and the use of technology in remote learning. All policies can be found in the policies section of the school website

<https://www.ourlady-st-werburghs.staffs.sch.uk/our-school/school-policies>

## Monitoring Arrangements

This addenda will be reviewed annually by the LGB annually. At every review, it will be approved by Boarf of Directors

## Links with other policies

Please include any policy not listed and delete any that you do not have

This policy is linked to our:

- Staff Code of Conduct
- Staff Absence Policy
- CtKCC Behaviour For Learning Policy
- Esafety Policies
- CtKCC OLSW Safeguarding Policy and coronavirus addendum
- CtKCC Special Educational Needs Policy
- Data Protection Policy
- Assessment, Marking and Feedback Policies
- GDPR and Data protection Policy
- Home-school agreement



## Overview

### 1. **Introduction:**

Over the course of this academic year, there are occurrences that cover one or more of the following scenarios:

- Learners working from home while the rest of the class is still in school. (i.e. learners may be isolating for up to 14 days).
- Learners from one year group or class group isolating at home, while teachers are still in school teaching the remaining years groups who are in school.
- All year groups are learning from home.

Providing work for learners falls under two categories:

- Providing work that learners can access while the rest of their class is in school.
- Providing live/online lessons for entire classes who are isolating at home.

### 2. **Providing work for learners whilst the rest of the class is still in school**

When a learner has to self-isolate for a period of time, but the rest of their class is still in school, work will be provided for learners to ensure that they remain on track in their studies.

This work will be electronic in nature to avoid the need for people to come into school and collect work in person for the learner. This would be difficult if an entire family were having to isolate at home.

The Progress leader will contact teaching staff using a round robin communication using Edukey.

As a matter of course, staff will save their lesson resources on the Microsoft Class Teams site and can refer to this in the Edukey round robin request. If there are additional instructions and/or resources, these can be communicated to the learner via the round robin. The reply must be within two days of being sent the request by the Progress Leader.

The Progress leader will collate any additional instructions and resources and e mail this to the parent/carers of the learner who requires it.

If a learner or parent/carer contacts a teacher to ask specific questions about the work, then the teacher can individually answer these using their Microsoft Office 365 e-mail.

### 3. **Providing Live/online lessons for entire classes or year groups who are isolating at home**

The general nature of this work will be through live, or in exceptional circumstances recorded lessons, delivered using Office 365 Teams sites.

When teachers are in school and only a limited number of year/class groups are isolating at home, teachers will use their usual, scheduled classroom and the resources within those rooms to schedule a live lesson. Live lessons should adhere to the following outline:

- Lessons will be scheduled to take place at the SAME time that would usually be on the timetable. They will be scheduled to start 5 minutes after the normal start time of a lesson. This will give a teacher time to set up their resources in the classroom they need to teach in.
- Only Microsoft Office 365 Teams meetings will be used with learners.
- Only learners' school/Microsoft Office 365 e-mail address will be used to invite learners to lessons.
- All lessons will be recorded. This allows a degree of protection afforded to both teachers and learners and will also then be made available to the class after the lesson to enable learners who were not able to log in at that time to still see the lesson.

- Where necessary, Microsoft Teams Assignments will be used to share questions tasks, activities and other documents that the teacher expects learners to use during the lesson.
- Lessons will, where appropriate, include time for class discussion and time for independent work for learners to work on questions/tasks. Teachers will remain by their computer to offer support to learners who will use the raised hand function or will use the comments/feedback box to ask the teacher questions.
- Live lessons will finish approximately 5 minutes before the end of the usual scheduled end time. This will allow staff to correctly close the lesson and upload any additional resources that may have been promised to learners during the course of the lesson. Staff will also use this time to download the attendance file to track who was in the lesson.

#### **4. Providing Live/online lessons during a whole school closure**

If the school is in a more “strict” lockdown scenario where the school as a whole is closed to learners, then, wherever possible, live lessons will continue to be made available during scheduled/timetabled slots (as above). Teachers may be doing this remotely from home or may be delivering these from school, using the resources in their usual classrooms.

Where access to IT equipment at home is an issue for a teacher, they will contact the Assistant Headteacher in charge of Technology. The school will endeavour to provide the necessary resources.

If teachers are working from home and for either technical or other personal reasons cannot deliver “live lessons”, they should produce recordings of teacher explanation to supplement lesson resources that will be made available to learners to use in their usual timetabled lesson slots.

Where recordings of lessons are being made in lieu of live lessons, the recording should include clear instructions on what learners should do, include demonstrations where necessary on how to complete the work set and be supported by the relevant materials that will be placed either within Teams files, Teams assignments or associated platforms used by the school such as Hegarty Maths, Isaac Physics etc.

#### **5. Live lessons – where teachers are at home**

In circumstances when teachers are working from home, they should ensure that whenever the camera is used, that their location and appearance are suitable for showing to learners.

All other points of a live lesson should be followed (see previous points on live lessons).

Where it is not possible to have a live lesson, a recording should be made available to learners for the scheduled lesson. This recording should sit alongside any resources that learners will need for that lesson. The nature of the recording, in terms of duration etc will obviously depend on the circumstances that teachers find themselves in. In lockdown situations, there are a range of complications that are taken into account.

Recordings do not need to last 50 minutes. At a minimum, they should introduce the task/lesson that learners should work on and clearly reference the web links and/or files and resources that will be needed during the lesson. Clear objectives as to what learners should complete need to be shared, along with success criteria/what the teacher is looking for in learners’ work. Where ever possible, the teacher should record a lesson with sections where the teacher ask learners to pause the recording whilst they attempt a task. After the pause, the teacher should then model/demonstrate the worked response/answer.

#### **6. Work set during isolation/lockdown**

Work being set will be commensurate with the usual expectations of a particular class in an average week of school. This means that a class that has a subject three times in a week should have either three lessons worth of work, or a lesson with tasks that total approximately three hours’ worth of work.

Where recordings of lessons are being made in lieu of live lessons, the recording should include clear instructions on what learners should do, include demonstrations where necessary on how to complete the work set and be supported by the relevant materials that will be placed either within Microsoft Teams files, Teams assignments or associated platforms used by the school such as Hegarty Maths, Isaac Physics etc.

Work set by faculties should meet existing faculty curriculum plans wherever possible. Where this is not possible, it must be discussed with the Head of Faculty first and an alternative plan must be agreed.

## 7. Feedback to learners

Work set should allow learners to complete it and return some form of evidence that this has been done. Completed work can be e mailed to staff, either as a completed file or photo evidence of completion, handed in online (either through Microsoft Teams assignments or ShowMyHomework) or completed online (such as Hegarty Maths and Isaac Physics).

Staff will give feedback in line with school policy, which is to say written feedback (whether from the learner or teacher) takes place approximately every two weeks. Not every piece of work needs to be marked, but it should be noted as to whether it has been handed in or not. Online systems such as Microsoft Teams Assignments can help to track when homework is handed in and is an excellent method through which feedback can be given and recorded.

Engagement of learners will be monitored in a similar way to the system that was used at the end of the 2020 academic year and staff must record instances of learner non-engagement. In the first instance, the teacher should contact the learner by e-mail to see if they require support. If a learner fails to engage with two pieces of work, the teacher must record this on the engagement grid.

Progress leaders will then monitor patterns of non-engagement and follow a graduated response of communication and support with home to ensure learners do not fall behind.

## 8. Response to non-engagement

Progress leaders will use the engagement grid to monitor learners within their year group for engagement with work being set.

If an agreed number of subjects identify that work has not been evidenced, then the Progress Leader will email parent/carers with the details of work that has not been completed and will offer the parent/carers and learner support in whatever way is required.

If a learner continues to show a lack of engagement, Progress Leaders will contact home by phone to see if they can discuss with parent/carers any of the reasons behind non-engagement and see what help and support can be offered.

If non-engagement continues, the learner will be invited into school to join the “Non-Engagers” group, in an effort to find the root cause and offer the guidance, organisation and other support needed to get the learner back on track.

## 9. Overview responsibilities:

### **Head of Faculty:**

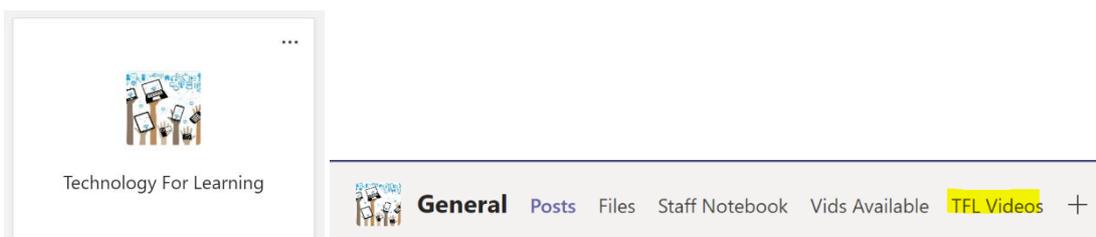
Heads of Faculty and Seconds in Faculty must monitor the work that is being set to ensure that it is following the planned Curriculum and is of a sufficiently high standard. Work-evidence trawls can continue by requesting to see online feedback that is being given by teachers to learners, using platforms such as Microsoft Teams.

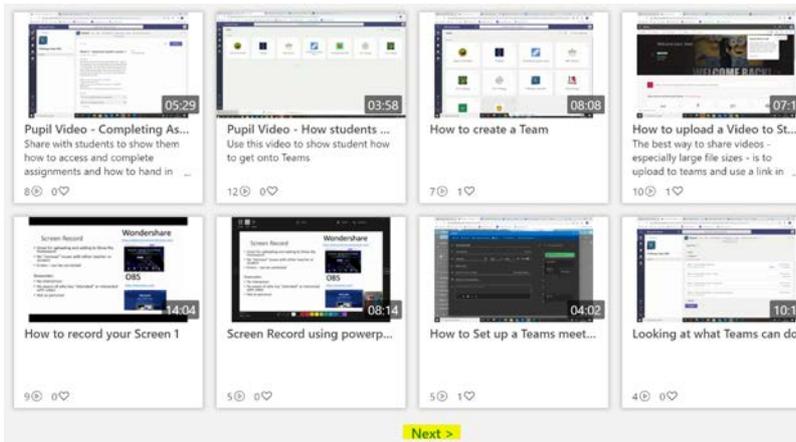
### **Senior Leadership:**

SLT Line Managers must engage in regular conversation with their Faculty(s) to ensure that monitoring has taken place with regards content of and feedback to the remote learning being set.

### **Live Lessons –**

**Help videos on this topic can be found within the Technology For Learning Teams site.**





Use the TFL videos option on the menu

If you cannot at first locate the video – click next at the bottom of the screen

## Roles and Responsibilities:

### Virtual meetings

Virtual meetings will take place through Microsoft Teams, and will be arranged as required.

### Learning Support Assistants and SENCo

LSAs will follow their normal timetable to deliver remote and blended learning.

- Responsibilities include:
  - Supporting learners who are not in school with learning remotely as identified on their timetable.
  - Keeping in touch with learners they are working with who are not in school and their parent/carers under the direction of SENCo and Assistant SENCo. This may include Microsoft Teams meetings in small group or in individual instructional meetings.

Mr Hawthorne and Mrs Tinsley will direct Learning Support Assistants.

### Learning Mentors

- Learning mentors will be involved directly in pastoral contact with learners and families. This will take the form of delivery of FSM packages, phone calls with families and Microsoft Teams meetings. This will be under the direction of SLT.
- Learning mentors will support the delivery of laptops and electronic devices where required. This will be under the direction of SLT.
- Learning mentors will also be in school supporting key worker learners in the case of a full lockdown. This will be under the direction of SLT.
- Mrs Teague is the line manager for Learning Mentors and will direct their work accordingly.

### Faculty Leads

The Faculty Lead for RE is Mrs Willis. [cwillis@ctkcc.co.uk](mailto:cwillis@ctkcc.co.uk)

The Faculty Lead for English is Miss Ravenscroft. [sravenscroft@ctkcc.co.uk](mailto:sravenscroft@ctkcc.co.uk)

The Faculty Lead for Maths is Mr Bailey. [dbailey@ctkcc.co.uk](mailto:dbailey@ctkcc.co.uk)

The Faculty Lead for Science is Mr Melling. [mmelling@ctkcc.co.uk](mailto:mmelling@ctkcc.co.uk)

The Faculty Lead for Humanities is Mr Lemmon. [plemmon@ctkcc.co.uk](mailto:plemmon@ctkcc.co.uk)

The Faculty Lead for Modern Foreign Languages is Mrs Higgins. [ahiggins@ctkcc.co.uk](mailto:ahiggins@ctkcc.co.uk)

The Faculty Lead for Performance is Mrs Golds. [jgolds@ctkcc.co.uk](mailto:jgolds@ctkcc.co.uk)

The Faculty Lead for Technology is Mr Milan. [rmilan@ctkcc.co.uk](mailto:rmilan@ctkcc.co.uk)

## Progress leads

The Progress Lead for Year 7 is Mrs Brabbs. [lbrabbs@ctkcc.co.uk](mailto:lbrabbs@ctkcc.co.uk)

The Progress Lead for Year 8 is Mrs Rundle. [lrundle@ctkcc.co.uk](mailto:lrundle@ctkcc.co.uk)

The Progress Lead for Year 9 is Miss Lockett. [mlockett@ctkcc.co.uk](mailto:mlockett@ctkcc.co.uk)

The Progress Lead for Year 10 is Mr Goodstadt. [pgoodstadt@ctkcc.co.uk](mailto:pgoodstadt@ctkcc.co.uk)

The Progress Lead for Year 11 is Mrs Coulson. [acoulson@ctkcc.co.uk](mailto:acoulson@ctkcc.co.uk)

The Progress Lead for Year 12/13 is Mrs Matthews. [ematthews@ctkcc.co.uk](mailto:ematthews@ctkcc.co.uk)

## Safeguarding Leads

Mrs Teague is the Designated Safeguarding Lead. Mrs Vodrey is the Deputy DSL and is the Safeguarding Officer. MR Murray is the Deputy DSL.

## Pastoral staff

The Pastoral and BfL Lead for Year 7 is Mr Holland. [rholland@ctkcc.co.uk](mailto:rholland@ctkcc.co.uk)

The Pastoral and BfL Lead for Year 8 is Miss Mountford. [rmountford@ctkcc.co.uk](mailto:rmountford@ctkcc.co.uk)

The Pastoral and BfL Lead for Year 9 is Mr Stevenson. [astevenson@ctkcc.co.uk](mailto:astevenson@ctkcc.co.uk)

The Pastoral and BfL Lead for Year 10 is Miss Reed. [ereed@ctkcc.co.uk](mailto:ereed@ctkcc.co.uk)

The Pastoral and BfL Lead for Year 11 is Mrs Kearns. [lkearns@ctkcc.co.uk](mailto:lkearns@ctkcc.co.uk)

The Trinity Progress Manager is Mrs Hebden. [shebden@ctkcc.co.uk](mailto:shebden@ctkcc.co.uk)

The 6<sup>th</sup> Form support assistant is Mrs Bayley. [kbayley@ctkcc.co.uk](mailto:kbayley@ctkcc.co.uk)

The Attendance admin is Miss Megyesi. [cmegyesi@ctkcc.co.uk](mailto:cmegyesi@ctkcc.co.uk)

The LAC Coordinator is Mrs Stanley. [estanley@ctkcc.co.uk](mailto:estanley@ctkcc.co.uk)

## IT Staff

Mr Holmes is CTKCC Network Manager. [mholmes@ctkcc.co.uk](mailto:mholmes@ctkcc.co.uk)

Mr Giblin is the school IT Technician. [sgiblin@ctkcc.co.uk](mailto:sgiblin@ctkcc.co.uk)

## LGB

All members of the LGB are aware of the details of the arrangements for remote learning. Mr Chan is the Chair of Governors. [sai.chan@ctkcc.co.uk](mailto:sai.chan@ctkcc.co.uk)

## Directors

Mrs Wainwright is the Link Governor for St John Fisher Catholic College. [ellen.wainwright@ctkcc.co.uk](mailto:ellen.wainwright@ctkcc.co.uk)

## Who to contact:

Parent/carers and learners can contact any member of staff for support and guidance in order to access remote learning. For specific pastoral concerns, these should be directed to their child's Pastoral and BfL Lead. For specific progress concerns, these should be directed to their child's Progress Lead. Some other key members of staff are:

Mr Murray is the Head of School. [gmurray@ctkcc.co.uk](mailto:gmurray@ctkcc.co.uk)

Mrs Teague is the Assistant Headteacher for Pastoral and the Designated Safeguarding Lead. [cteague@ctkcc.co.uk](mailto:cteague@ctkcc.co.uk)

Mr Stevens is the Assistant Headteacher responsible for Progress. [mstevens@ctkcc.co.uk](mailto:mstevens@ctkcc.co.uk)

Mr Hawthorne is the SENCo and the Assistant Headteacher responsible for Pastoral. [chawthorne@ctkcc.co.uk](mailto:chawthorne@ctkcc.co.uk)

## Data protection

### Accessing personal data

This can be found in the GDPR policy. The remote at-home process is used by all staff. The VPN is available to all staff, and is P2P encrypted.

### Processing personal data

This can be found in the GDPR policy.

### Keeping personal devices secure

St John Fisher Catholic College use the CtKCC protocol around keeping personal devices secure. This includes turning off Active Sync for learners so that they cannot access Office 365 on mobile phones via mobile apps. For staff, Active Sync is on and for some staff, mobile device management is enabled and Multi-Factor Authentication is enabled.

## Safeguarding

The Safeguarding policy can be found here: <https://www.saintjohnfishercc.co.uk/governance/policies/>

## Monitoring Arrangements

This addenda will be reviewed annually by the LGB annually. At every review, it will be approved by Board of Directors.

## Links with other policies

This policy is linked to our:

- Staff Code of Conduct
- Staff Absence Policy
- BfL Policy
- Safeguarding Policy
- Assessment, Marking and Feedback Policies
- GDPR and Data protection Policy
- Home-school agreement



## Roles and Responsibilities:

During the COVID 19 pandemic there are several potential scenarios which a schools may encounter. Consideration, forethought and planning for:

- If one class or a group of learners need to self-isolate at home whilst members of the class or a parallel class remain at school as does their teacher.
- A class needs to self-isolate for 14 days as does their class teacher.
- Full closure of a school where all learners need to learn at home.

In each of these scenarios the work provided will be dependent upon the needs of the learner and the curriculum. There is therefore the expectation that work will be a combination of teacher video, practical activities, response to key questions and written activities.

The roles and responsibilities of the Senior Leadership Team, Class Teachers, Learning Assistants, DSL and FSW are as follows:

### Teachers

- Teacher will deliver remote and blended learning during the times when they would usually teach their regular classroom lessons.
- If a teacher is unable to deliver blended learning for any reason during this time then they will follow the normal absence procedure which is to contact the school office or a member of SLT by 7:30am
- In line with the government expectation teachers will set work from a curriculum which is sequenced and allows access to high quality online and offline resource and teaching videos that are matched to St Mary's curriculum expectations. If necessary, for some children who do not have suitable online access then printed resources such as textbooks and workbooks will be provided.
- All work will be set in line with the usual scheduled timetable of lessons.
- All work will be uploaded to the Classroom Dojo Platform. Whole class teaching work will be shared via the Class Story facility. Teacher videos will be limited to a duration of 8mins to allow parent/carers to support the learner and to ensure that teachers plan clear and concise teaching.
- In order to provide a clear sequence of learning, a series of videos will provide a clear sequence and thread for each topic within the lesson, between days and across the whole isolation period. Similarly so with written activities which will support a clear progression, building upon prior learning, moving towards a clear end goal
- Feedback between the class teacher and the learners will be facilitated through either the Class Story, Group page or on an individual basis depending upon the nature of the feedback.
- The feedback from learners (and their parent/carers) will be important in supporting teacher's assessment for learning. Therefore teachers will closely monitor the feedback and if necessary adjust and plan lessons to address any gaps in understanding and any arising misconceptions. The class teacher will monitor the engagement of feedback from all learners and if learners are not providing sufficient feedback then teachers will contact learners and their parent/carers through the Class Dojo. If feedback remains insufficient, the teachers will contact the parent/carer directly through a welfare call.
- In the scenario of one parallel teachers working in self-isolation whilst one of the parallel teachers working at school, co-ordination of teaching will continue in line with usual practice. Class teacher will converse and communicate around planning and the adjustment of planning in light of delivered lessons. Teachers will share resources and planning through the Office 365 One Drive, secure CtKCC email or a TEAMS meeting.
- Class teachers will communicate expectations of the Learning Support Assistant through the secure CtKCC email accounts and via phone conversation or a TEAMS meeting. Class teachers will be clear in the expectation of the level of learning for learners who are usually support by the LSA, for example through a

specific targeted intervention and for learners who the LSA would usually support throughout whole class teaching. Expectations around the feedback which LSAs will need to provide will be supported if necessary by the class teacher.

## Learning Support Assistants (LSAs)

- Learning Support Assistants will carry out their duties during their usual working hours.
- If an LSA is unable to deliver blended learning for any reason during this time then they will follow the normal absence procedure which is to contact the school office or a member of SLT by 7:30am
- LSA will provide support to learners by:

\*Continuing to deliver targeted support to any learners who are usually part of an intervention group. Feedback to be provided to the learners and close monitoring of the learners progress.

\*To act upon any direction from the class teacher to support learners within the class eg, providing feedback on the learner's work, responses and behaviour for learning

\*If directed by the class teacher or SENDCo or a member of SLT, the LSA is to contact any learner who requires additional support due to gaps in their learning or lack of engagement. Contact to be made through the Dojo platform or a phone call home depending on the nature of the support required.

- Should a parent/carer raise a question or a concern through the Class Dojo platform or by contacting the school then the class teacher will assess how to respond to the parent/carer and whether the LSA is to respond or contact the
- Should the scenario occur where an LSA is in work but the class children and teacher are not then the Headteacher will direct the LSA in person or through the SLT.

## SENDCOs

In addition to their teaching responsibilities, SENCOs leads are responsible for:

- Ensuring that they attend any virtual meetings with outside agencies. They will check point ,the progress of the SEND learners. For children with EHCP this will take the form of liaising with regular liaising with the class teacher and a minimum of one welfare call to parent/carers.
- Liaising with the class teaching in supporting them in directing the class LSA who delivers interventions and in monitoring outcomes of intervention work and in suggesting next steps/strategies.
- Suggesting modifications and adjustment to the curriculum for learners with SEND.
- Alerting teachers and LSAs to resources they can use to teach support pupils with SEND

## Disadvantaged Learner Leads

- The SENDCO and Pupil Premium Lead (PP) will support class teachings in evaluating the progress of disadvantaged learners. They will support teachers in addressing gaps in learning and in signposting any pastoral/wellbeing/ welfare support.
- The SENDCO, PP and DSL will liaise should they have any lack of engagement or any safeguarding concerns about a learner.

## Senior leaders

- Class teachers are responsible for the daily operation of the blended learning for their learners
- SLT will oversee their subject area to gain an overview of the delivery and quality of lessons. They will review class pages and liaise with staff. Such discussions will take place over TEAMS meetings.
- Any specific feedback/guidance to teachers about the progress of learners will be given through the Office 365 CtkCC emails or on the OneDrive. Such feedback/guidance will be accompanied with a TEAMS meeting.
- Should blended learning take place during the academic year when pupil progress meetings and data drops take place, the SLT will facilitate such meetings through TEAMS. These meeting will explore the impact and success of the blended learning.
- SLT will monitoring the security of remote learning systems, including GDPR and safeguarding considerations

## Safeguarding Leads and Family Support Worker

- Safeguarding Leads – Mrs D Mellor and Mrs J Ellerton
- Family Support Worker – Mrs Pauline Whiston

The DSL/DDSL are responsible for ensuring that we continue to follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#) and that each school has an up to date school specific Safeguarding Policy including a Covid Specific Addendum. Information about these policies can be found on the school website page.

In relation to on line and blended learning the DSL should ensure that children continue to be protected when they are online

## Pupils and parent/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider 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 are not able to complete work

Staff can expect parent/carers 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
- Be respectful when making any complaints or concerns known to staff

## LGB

The Local Governing Body 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
- Communicating with Directors about the quality of remote learning

## Directors

The Board of Directors is responsible for oversight of the LGB in monitoring remote and blended learning.

## Who to contact:

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – contact the class teacher
- Issues in setting work for pupils with SEND – contact the class teacher/SENDCO
- Issues with setting work for vulnerable learners – contact the class teacher/SENDCO/PP Lead
- Issues with behaviour relating to work – contact the class teacher/SENDCO
- Issues with non-work related behaviour – contact the FSW
- Issues with your own workload or wellbeing – talk to your line manager or the Wellbeing Champion
- Concerns about data protection – contact the data protection officer

## Data protection

### Accessing personal data

When accessing personal data for remote learning purposes, all staff members will follow CtKCC protocols for dealing with personal data and comply with the CtKCC code of contact. Specific detail for each school is included in the addenda

### Processing personal data

Staff members may need to collect and/or share personal data such as telephone numbers and email addresses 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.

### 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

### Parent/ Carer User Agreement for use of school devices

The school will provide families with DFE provided laptops should they require one. Due to the limited number of laptops provided, the following priority criteria will be in place:

- Pupil Premium Children
- Vulnerable Children
- Children with siblings, especially those at secondary school

Any parent/carer who requests the use of a laptop will be required to sign the schools 'User Agreement' and must adhere to the agreement which stipulates states sections on:

- Damage or loss – the device will be kept in good condition, stored appropriately, the headteacher informed of any damages or loss of the device
- Unacceptable Use – the device is monitored and if used inappropriately a sanction will be triggered
- Personal Use – the device is for educational purposes only.
- Data Protection – agree to the device being password protected, locked, not shared and updated anti-spy software
- Return Date – agree to return the device in its original condition to St Mary's School within 5 days of being requested to do so and ensuring the return of the device to the school if the pupil no longer attends the school.
- Consent - By signing the agreement, the parent/carer confirms that they have read and agree to the terms and conditions set out above.

## Safeguarding

We continue to follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#) and that each school has an up to date school specific Safeguarding Policy including a Covid Specific Addendum. Information about these policies can be found in the addenda to this policy.

Links to individual school Safeguarding Policies can be found in the addenda.

## Monitoring arrangements

This policy will be reviewed annually by the Directors S&P Committee. At every review, it will be approved by the Board of Directors

This addenda will be reviewed annually by the LGB annually. At every review, it will be approved by Board of Directors

## Links with other policies

This policy is linked to our:

- Staff Code of Conduct
- Staff Absence Policy
- BfL Policy
- Safeguarding Policy and coronavirus addendum
- Assessment, Marking and Feedback Policies
- GDPR and Data protection Policy
- Home-school agreement



## Roles and Responsibilities:

### Teachers

- Teachers will be expected to deliver remote/blended learning from 9:00 am -3:15pm
- Teacher absence will be conducted as normal – any member of staff unable to work will be required to contact the school (via mobile contact to the Headteacher in the event of school closure) before 8:00am.
- If a member of teaching staff is absent due to illness, they cannot be expected to provide remote learning. In these circumstances all pupils will be re-directed to the Oak National Academy Schedule by the assigned Teaching Assistant.
- Each day work will be set – all set work will be created a day in advance and available to children at 9:00am the following day.
- St Teresa's uses the Purple Mash learning platform for the setting, marking and feedback of work. To enable consistency across all school, much of the targeted work will be that of the Oak National Academy. Curriculum specific work will be added via Purple Mash. Other platforms such as, My Maths and Times Tables Rock Stars will also be used to supplement learning.
- Teachers have responsibility for individual year groups, the setting of work and assessment and feedback. They are required to keep all staff communication via CtKCC email in the Staff Group to ensure clarity and openness of messaging.
- Feedback is via the Purple Mash platform, where each child can both receive and submit work.

### Safeguarding

Staff are:

- To adhere to statutory safeguarding requirements (KCSIE) and in particular how this might impact the home environment and remote learning, given an extended period out of school.
- To pass any concerns to the SL or DSL.

### Assessment and Feedback

Assessment of work will be via the Purple Mash platform. This allows pupils to submit work and have it assessed by teachers and receive feedback.

### Contact

- Continuous contact is available via the Blog feature of the learning platform. In addition to which regular phone calls home will be carried out by both teachers and teaching assistants.
- Contact with parent/carers is via school email accounts in working hours only (8:30-3:30) Emails are only to be answered in working hours for teaching staff. Those on the leadership scale can answer emails outside of the working hours if judged necessary.
- Pupils not engaging with the remote learning will have contact made to the home. If contact over the phone or through email cannot be established, then a letter will be hand delivered to the registered residential address.
- Parent/carer progress meetings will be conducted over the phone to maximise attendance. The call time will be established in communication with the parent/carer.

### Teaching assistants

- All LSAs are to assist their respective class teacher with the updating of the learning platform and communication with pupils.

- Teaching Assistant absence will be conducted as normal – any member of staff unable to work will be required to contact the school (via mobile contact to the Headteacher in the event of school closure) before 8:00am.

### **Responsibilities**

To work under the direction of the assigned class teacher for Remote Learning. This will include:

- LSA are to provide support to pupils who are not in school with learning remotely, this could include phone calls to specific children to support with learning.
- Supporting the class teacher in creating and photocopying learning resources.
- To assist with email/remote learning questions during their contracted hours under the direction of their assigned class teacher. All communication to be shared with the class teacher.
- To pass onto the class teacher and SLT any concerns or complaints about the remote learning provision.

### **Safeguarding**

Staff are:

- To adhere to statutory safeguarding requirements (KCSIE) and in particular how this might impact the home environment and remote learning given an extended period out of school.
- To pass any concerns to the SL or DSL.

### **SENDCOs**

- The school SENDco will communicate with the class teachers any further necessary information relating to the children in their year group which might require adjustments to the Remote Learning provision.
- The SENDco will maintain communication with external services used to support children and if possible liaise with parent/carers to maintain continuity of support if appropriate.

### **Senior leaders**

- EY Leader – Mrs L Simpkin – [lisa.simpkin@ctkcc.co.uk](mailto:lisa.simpkin@ctkcc.co.uk)
- KS1 Lead – Mrs E McAllister – [emma.mcallister@ctkcc.co.uk](mailto:emma.mcallister@ctkcc.co.uk)
- Lower KS2 Lead – Miss G Dyke – [gemma.dyke@ctkcc.co.uk](mailto:gemma.dyke@ctkcc.co.uk)
- Upper KS2 Lead – Mrs E Bridgewater – [emma.bridgewater@ctkcc.co.uk](mailto:emma.bridgewater@ctkcc.co.uk)

All members of the SLT are the EYFS/KS1 & KS2 leads in the school. They will maintain their roles in providing support to the class teachers and monitoring the remote provision being delivered across the school. This will include

- The promptness of updating the provision
- The regular communication with pupils
- Content of remote learning activities

SLT are to challenge content being provided to ensure it complies with the Catholic ethos of the school and curriculum design.

### **Safeguarding Leads**

The Senior safeguarding lead is the Headteacher:

Mr N Price - [nathan.price@ctkcc.co.uk](mailto:nathan.price@ctkcc.co.uk)

Deputy Safeguarding Leaders are the SLT:

Deputy Head – Mrs E McAllister – [emma.mcallister@ctkcc.co.uk](mailto:emma.mcallister@ctkcc.co.uk)

### **Pupils and parent/carers**

All information of the Remote Learning provision is signposted to parent/carers from the school website.

The information details how and what the materials being used are for and how they are accessed. Logins and passwords are distributed to parent/carers via letter. All teaching staff have the ability to reset passwords for their year group if required.

## **LGB**

Regular contact is maintained with the LGB. The lead Governor is the Chair of Governors, Mr A Stanier and is contacted via the Governor email: [astanier.ter@ctkcc.co.uk](mailto:astanier.ter@ctkcc.co.uk)

## **Directors**

The link director for St Teresa's, is Mr J O'Hara who can be contacted via email: [governors.olsw@ctkcc.co.uk](mailto:governors.olsw@ctkcc.co.uk)

## **Who to contact:**

Nursery: Mrs L Simpkin – [lisa.simpkin@ctkcc.co.uk](mailto:lisa.simpkin@ctkcc.co.uk)

Reception: Miss L Holland – [louise.holland@ctkcc.co.uk](mailto:louise.holland@ctkcc.co.uk)

Reception: Mrs L Pierpoint – [lauren.pierpoint@ctkcc.co.uk](mailto:lauren.pierpoint@ctkcc.co.uk)

Year 1; Miss J Hulme – [jennifer.hulme@ctkcc.co.uk](mailto:jennifer.hulme@ctkcc.co.uk)

Year 1/2: Mrs T Davenport - [tina.davenport@ctkcc.co.uk](mailto:tina.davenport@ctkcc.co.uk)

Year 2: Mrs E McAllister – [emma.mcallister@ctkcc.co.uk](mailto:emma.mcallister@ctkcc.co.uk)

Year 3: Miss E Richardson - [elizabeth.richardson@ctkcc.co.uk](mailto:elizabeth.richardson@ctkcc.co.uk)

Year3/4: Mrs E Ray - [eray.ter@ctkcc.co.uk](mailto:eray.ter@ctkcc.co.uk)

Year 4: Miss G Dyke – [gemma.dyke@ctkcc.co.uk](mailto:gemma.dyke@ctkcc.co.uk)

Year 5: Mr M Bailey - [eray.ter@ctkcc.co.uk](mailto:eray.ter@ctkcc.co.uk)

Year 5/6: Mrs E Bridgewater - [emma.bridgewater@ctkcc.co.uk](mailto:emma.bridgewater@ctkcc.co.uk)

Year 6: Mrs E Whittingham - [ewhittingham.ter@ctkcc.co.uk](mailto:ewhittingham.ter@ctkcc.co.uk)

## **Data protection**

### **Accessing personal data**

All access to data will be compliant with the GDPR:

All communication will only through CtkCC email addresses and the CTKCC Office 365 platform (One Drive etc)

The Purple Mash is secure and pupil specific with individual accounts and access.

The Oak National Academy does not require any personal data to access the resources.

The assessment platform DC Pro is a part of the CtkCC family of products and teachers can access information and input progress data through the secure site.

All additional access request must go to through the school office: [stteresa@ctkcc.co.uk](mailto:stteresa@ctkcc.co.uk)

### **Processing personal data**

Access to personal data must go through the school office and can only be accessed by specific individuals:

- Primary Academy Manager: Mrs S Rushton - [sarah.rushton@ctkcc.co.uk](mailto:sarah.rushton@ctkcc.co.uk)
- Headteacher: Nathan Price – [Nathan.price@ctkcc.co.uk](mailto:Nathan.price@ctkcc.co.uk)

### **Keeping personal devices secure**

All personal devices used to access school information (laptops/mobile phones) must be password protected and external drives must be encrypted.

## Safeguarding

There are a number of policies relating to safeguarding and the use of technology in remote learning. All policies can be found in the policies section of the school website

## Monitoring Arrangements

This addendum will be reviewed annually by the LGB annually. At every review, it will be approved by Board of Directors

## Links with other policies

Please include any policy not listed and delete any that you do not have

This policy is linked to our:

- Staff Code of Conduct
- Staff Absence Policy
- CtKCC Behaviour for Learning Policy
- E-safety Policies
- CtKCC St Teresa's Safeguarding Policy
- CtKCC Special Educational Needs Policy
- Data Protection Policy
- Assessment, Marking and Feedback Policies
- GDPR and Data Protection Policy
- Home-school agreement



## Overview:

### Aims

- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class bubble.
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

During the COVID 19 pandemic there are several potential scenarios which the school may encounter. Consideration, forethought and planning for:

- If one class or a group of learners need to self-isolate at home whilst members of the class or a parallel class remain at school as does their teacher.
- A class needs to self-isolate for 14 days as does their class teacher.
- Full closure of a school where all learners need to learn at home.

In each of these scenarios the work provided will be dependent upon the needs of the learner and the curriculum. There is therefore the expectation that work will be a combination of teacher video, practical activities, response to key questions and written activities.

### Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parent/carers.

St Thomas Aquinas Catholic Primary School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/>

When implementing strategies to support pupils' remote learning, or supporting parent/carers to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

### Curriculum

St Thomas Aquinas Catholic Primary School knows that there has been much disruption to children's education, therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of paper resources, online learning including some sessions via Class Dojo and resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Purple Mash – including Serial Mash and Mini Mash
- Ruth Miskin/ YouTube for Read Write Inc Phonics

- My Maths
- Times Tables Rockstars
- Read Theory

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up.

Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

The governors and senior leadership team at St Thomas Aquinas are fully aware that these are exceptional times and each family is unique, because of this we will approach remote learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parent/carers may be trying to work from home so access to technology as a family may be limited;
- parent/carers may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation.

## Roles and Responsibilities:

The roles and responsibilities of the Senior Leadership Team, Class Teachers, Learning Assistants, DSL and FSW are as follows:

### Teachers

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the work for the week in English, Maths and other subjects will be posted on Class Dojo and as appropriate, audio power points emailed to parent/carers by 9.00am on the next school day.

The information will contain:

- all website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
- Links to daily English lessons – a mixture of Oak Academy and the school’s own curriculum plans.
- Links to daily Maths lessons – these will predominately be linked to the White Rose Maths curriculum and Power Maths, however teachers may provide further resources and guidance.
- Worksheets to accompany lessons will be available to download or for parent/carers to collect from the school office by prior arrangement in a socially distanced way.
- Staff will add these resources to their Covid class webpage electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a ‘paper pack’)
- Teachers will respond promptly, within reason during school hours, to requests for support from families at home. This should be done via the Covid class email address that corresponds to each child’s year group. If you are unsure of this email, please contact the school office. Staff and parent/carers should communicate via the Covid class email address.
- Teachers have received training and guidance so that they are confident in using the remote learning resources.
- Teachers will ensure that all children and parent/carers have access to logins by recording them in the child’s reading diary.

Staff will give feedback to pupils in line with school policy. Not every piece of work needs to be marked but it should be noted as to whether it has been completed. Engagement of learners will be monitored and in the instance of learner non-engagement the teacher will initially will contact parent/carers via Covid email to see if support is required. If the learner continues to fail to engage the teacher will contact the family via phone to see what help and support can be offered.

### Remote Teaching for Staff who are Self-isolating

Teaching staff are required to self-isolate if they show symptoms of Covid or they are isolating, in line with government guidance. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given relevant online CPD e.g. via Guide platform, National Online Safety in line with whole school improvement priorities or asked to support with the online learning provision for their year group.
- If a teacher is absent and unable to attend work, due to ill health, the normal absence procedure will be followed.
- If the teacher is isolating at home and able to set work, this will be done using a variety of online resources e.g. Class Dojo, Covid email, video recordings and Microsoft Teams.

### **Family (pupil/parent/carer/carers):**

- Where possible, it is beneficial for young people to maintain a regular and familiar routine.
- St Thomas Aquinas recommend that each 'school day' maintains structure. A timetable will be available on the relevant Covid class web page as a guide. This includes regular rest/play times and daily reading for pleasure.
- Should anything be unclear in the work that is set, parent/carers can communicate with class teachers via the Covid class email address.
- We encourage parent/carers to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Although we acknowledge there may be individual circumstances for families that pose a barrier to home learning, we request that parent/carers fully engage with the school in order to ensure there is minimal disruption to the child's learning.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parent/carers should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of laptops etc.). These will be discussed on case-to-case basis.

If a family needs further support or access to IT equipment, please contact school office immediately, in order that any potential barriers to children accessing online learning can be addressed as soon as possible.

In order to help children access online remote learning, the children have been given guidance and the opportunity to practise in school, where appropriate.

### **Learning Support Assistants**

- Learning Support Assistants will carry out their duties during their usual working hours.
- If an LSA is unable to deliver blended learning for any reason during this time, then they will follow the normal absence procedure which is to contact the school office or a member of SLT by 7:30am
- LSAs will provide support to learners by:
  - Continuing to deliver targeted support to any learners who are usually part of an intervention group. Feedback to be provided to the learners and close monitoring of the learners' progress.
  - To act upon any direction from the class teacher to support learners within the class e.g., providing feedback on the learner's work, responses and behaviour for learning
  - If directed by the class teacher or SENCo or a member of SLT, the LSA is to contact any learner who requires additional support due to gaps in their learning or lack of engagement. Contact to be made through the Dojo platform or a phone call home depending on the nature of the support required.
- Should a parent/carer raise a question or a concern through the Class Dojo platform or by contacting the school then the class teacher will assess how to respond to the parent/carer and whether the LSA is to respond or contact the parent/carer.

## SENDCOs

- All vulnerable children (with an EHCP) are encouraged to attend school during the lock down, to enable face to face teaching, learning and support. Any parent/carer choosing not to send their child to school during this time, will be contacted with a weekly progress call.
- Teachers to ensure that work is appropriately differentiated for all learners and where possible, LSAs will continue to carry out intervention sessions. All parent/carers will be issued with the SENCo's email, to aid communication and maintain contact.
- LSAs will be directed by the class teacher and SENCo.
- All work carried out in school will be monitored by the class teacher/LSA/SENCo, as normal. Children who are working at home will use the relevant platforms and receive feedback from relevant staff.

## Disadvantaged Learner Leads

- Electronic devices will be made available if required, for any disadvantaged learner to use at home.
- LSAs, under teacher direction, to contact all disadvantaged pupils within their year group on a weekly basis.
- Attend EDC and Father Hudson representatives will maintain regular contact with parent/carers and conduct safe and well checks for pupils, as necessary.

## Key stage /Progress leads

- Relevant Key Stage Lead will oversee remote and blended learning within their Key Stage. They will maintain regular contact with teachers to ensure high expectations are met.

## Senior Leaders

- HT, SLT and Key Stage Leads are responsible for co-ordinating remote and blended learning in school.
- Effectiveness of remote learning will be monitored through regular meetings with teachers and subject leads, ensuring appropriateness of work set and monitoring of feedback from pupils and parent/carers.
- Remote learning will be in line with Pupil Acceptable Use and E-Safety policies.

## Safeguarding Leads and Family Support Worker

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead maintain responsibility for all safeguarding. Parent/carers have been informed of the relevant contact information and have access to relevant policies via the school website.

Father Hudson representative/Family Support Worker is Mrs J Kelsall, who is contactable via the school office.

## Pupils and parent/carers

- Headteacher and Designated Safeguarding Lead – Mrs S Moorhouse [Covid19smoorhouse@ctkcc.co.uk](mailto:Covid19smoorhouse@ctkcc.co.uk)
- Senior Leader and Deputy Designated Safeguarding Lead – Mrs C Horton [Covid19horton@ctkcc.co.uk](mailto:Covid19horton@ctkcc.co.uk)
- Senior Leader and Covid Contact – Miss C Sherratt [Covid19sherratt@ctkcc.co.uk](mailto:Covid19sherratt@ctkcc.co.uk)
- SENCo – Mrs K Hellawell [Covid19khellawell@ctkcc.co.uk](mailto:Covid19khellawell@ctkcc.co.uk)
- All parent/carers have been given the email address for their child's teacher.

Feedback and advice will be given via telephone, email or via relevant learning platform e.g. Class Dojo.

## LGB

Our Link Governor for remote and blended learning is Mrs T Stedall.

## Directors

Our Link Director is Mrs K Wildman.

## Who to contact:

Parent/carers and learners can contact any member of staff for support and guidance in order to access remote learning.

- Headteacher and Designated Safeguarding Lead – Mrs S Moorhouse [Covid19smoorhouse@ctkcc.co.uk](mailto:Covid19smoorhouse@ctkcc.co.uk)
- Senior Leader and Deputy Designated Safeguarding Lead – Mrs C Horton [Covid19horton@ctkcc.co.uk](mailto:Covid19horton@ctkcc.co.uk)
- Senior Leader and Covid Contact – Miss C Sherratt [Covid19csherratt@ctkcc.co.uk](mailto:Covid19csherratt@ctkcc.co.uk)
- SENCo – Mrs K Hellowell [Covid19khellowell@ctkcc.co.uk](mailto:Covid19khellowell@ctkcc.co.uk)
- Mrs Jackie Kelsall is our Father Hudsons' representative [jackiekelsall@fatherhudsons.org.uk](mailto:jackiekelsall@fatherhudsons.org.uk)

Feedback and advice will be given via telephone, email or via relevant learning platform e.g. Class Dojo.

## Data protection

### Accessing personal data

This can be found in the GDPR policy. The remote at-home process is used by all staff.

### Processing personal data

This can be found in the GDPR policy.

### Keeping personal devices secure

St Thomas Aquinas use the CtKCC protocol around keeping personal devices secure.

## Safeguarding

The Safeguarding policy can be found on the school website

## Monitoring Arrangements

This addenda will be reviewed annually by the LGB annually. At every review, it will be approved by Board of Directors

### Links with other policies

This policy is linked to our:

- Staff Code of Conduct
- Staff Absence Policy
- BfL Policy
- Safeguarding Policy and coronavirus addendum
- Assessment, Marking and Feedback Policies
- GDPR and Data Protection Policy
- Home-School Agreement
- Pupil Acceptable Use Policy
- E-Safety Policy



## Overview:

In response to requirements for children to work from home either as a class or as individuals, the school plans to support pupils to continue their learning remotely through the following ways;

### **Providing work for learners whilst the rest of the class is still in school**

When a learner has to self-isolate for a period of time, but the rest of their class is still in school, work will be provided for learners to ensure that they remain on track in their studies.

This work will be electronic in nature to avoid the need for people to come into school and collect work in person for the learner. This would be difficult if an entire family were having to isolate at home. However, printed work can be provided for families with connectivity issues.

If a learner or parent/carer contacts a teacher to ask specific questions about the work, then the teacher can individually answer these using their Microsoft Office 365 e-mail.

### **Providing Live/online lessons for entire classes or year groups who are isolating at home**

When teachers are in school and only a limited number of year/class groups are isolating at home, teachers will use their usual, scheduled classroom and the resources within those rooms to schedule a live lesson. Live lessons should adhere to the following outline:

Where live lessons are taking place, they will be scheduled to take place at the SAME time that would usually be on the timetable. They will be scheduled to start 5 minutes after the normal start time of a lesson. This will give a teacher time to set up their resources in the classroom they need to teach in.

Microsoft Office 365 Teams meetings or Zoom will be used with learners.

Where Zoom lessons are offered, the passcode will be provided via personal text to the parent/carer.

All lessons will be recorded. This allows a degree of protection afforded to both teachers and learners and will also then be made available to the class after the lesson to enable learners who were not able to log in at that time to still see the lesson.

Lessons will, where appropriate, include time for class discussion and time for independent work for learners to work on questions/tasks. Teachers will remain by their computer to offer support to learners who will use the raised hand function or will use the comments/feedback box to ask the teacher questions.

Live lessons will last a maximum of 40 minutes and finish approximately 5 minutes before the end of the usual scheduled end time. This will allow staff to correctly close the lesson and upload any additional resources that may have been promised to learners during the course of the lesson.

Additional resources to support the lesson or for pupils to feedback will be provided through Purple Mash or the school website class pages.

### **Providing Live/online lessons during a whole school closure**

If the school is in a more "strict" lockdown scenario where the school as a whole is closed to learners, then, wherever possible, live lessons will continue to be made available each day. Teachers may be doing this remotely from home or may be delivering these from school, using the resources in their usual classrooms.

If teachers are working from home and for either technical or other personal reasons cannot deliver "live lessons", they should produce recordings of teacher explanation to supplement lesson resources that will be made available to learners to use in their usual timetabled lesson slots.

Where recordings of lessons are being made in lieu of live lessons, the recording should include clear instructions on what learners should do, include demonstrations where necessary on how to complete the work set and be supported by the relevant materials that will be placed either within Purple Mash or the school website pages.

### **Live lessons – where teachers are at home**

In circumstances when teachers are working from home, they should ensure that whenever the camera is used, that their location and appearance are suitable for showing to learners.

All other points of a live lesson should be followed (see previous points on live lessons).

Where it is not possible to have a live lesson, a recording should be made available to learners for the scheduled lesson. This recording should sit alongside any resources that learners will need for that lesson. The nature of the recording, in terms of duration etc will obviously depend on the circumstances that teachers find themselves in. In lockdown situations, there are a range of complications that are taken into account.

Recordings should last no longer than 40 minutes. At a minimum, they should introduce the task/lesson that learners should work on and clearly reference the web links and/or files and resources that will be needed during the lesson. Clear objectives as to what learners should complete need to be shared, along with success criteria/what the teacher is looking for in learners' work. Wherever possible, the teacher should record a lesson with sections where the teacher asks learners to pause the recording whilst they attempt a task. After the pause, the teacher should then model/demonstrate the worked response/answer.

### **Work set during isolation/lockdown**

Work set will consist of a daily Maths and English tasks, fluency activities such as FAST spelling and arithmetic, a reading comprehension activity set through ORB and a topic activity. RE work will also be set. Lessons will be activity based as much as possible.

### **Feedback to learners**

Work set should allow learners to complete it and return some form of evidence that this has been done. Completed work can be emailed to staff, either as a completed file or photo evidence of completion, handed in online (through Purple Mash) or completed online (Purple Mash, ORB).

Staff will give feedback in line with school policy. Not every piece of work needs to be marked, but it should be noted as to whether it has been handed in or not.

Staff must record instances of learner non-engagement. In the first instance, the teacher should contact the learner by e-mail to see if they require support. If a learner fails to engage with two pieces of work, a phone call home will be arranged to offer additional support.

### **Response to non-engagement**

At Primary School non engagement can be for a multitude of reasons, and may be due to lack of support with the work set from parent/carers, again for a variety of reasons. Children may need support to log on to the platforms and may struggle to be self motivated in the home environment. Non engagement of learners may be offered paper based resources to support with engagement.

### **Overview responsibilities:**

The leadership team will be responsible for monitoring the quality and quantity of work set.

### **Live Lessons –**

***Help videos on how to upload work onto Purple Mash are available on the Class Teachers Shared Drive, in the folder Remote Learning.***

## Roles and Responsibilities:

### Virtual meetings

Virtual meetings will take place through Microsoft Teams, and will be arranged as required.

### Learning Support Assistants and SENCo

LSAs will follow their normal timetable to deliver remote and blended learning.

Responsibilities include:

- Supporting learners who aren't in school with learning remotely as identified on their timetable.
- Keeping in touch with learners they are working with who aren't in school and their parent/carers /carers under the direction of SENCo and Assistant SENCo. This may include Microsoft Teams meetings in small group or in individual instructional meetings.

### Family Support Worker

The family support worker will be available during school working hours and can be contacted via the school telephone 01782973722

### Safeguarding Leads

Mrs Kirkham is the Designated Safeguarding Lead. Mrs Miles is the Deputy DSL and is the Safeguarding Officer. Mrs Wood, Miss Shone and Mr Glover are also DSL and senior leadership team.

### LGB

All members of the LGB are aware of the details of the arrangements for remote learning. Mrs Brammeld is the Chair of Governors. [Sharon.brammeld@ctkcc.co.uk](mailto:Sharon.brammeld@ctkcc.co.uk)

### Directors

Mrs Regan is the Link Governor for St Wulstan's Catholic Primary School. [Gillian.regan@ctkcc.co.uk](mailto:Gillian.regan@ctkcc.co.uk)

## Who to contact:

Parent/carers and learners can contact any member of staff for support and guidance in order to access remote learning.

Mrs Kirkham is the Headteacher [headteacher@stwulstansprimary.co.uk](mailto:headteacher@stwulstansprimary.co.uk)

Mr Glover is the Assistant Headteacher [nglover@stwulstansprimary.co.uk](mailto:nglover@stwulstansprimary.co.uk)

Miss Shone is the Assistant Headteacher [nshone@stwulstansprimary.co.uk](mailto:nshone@stwulstansprimary.co.uk)

Mrs Miles is our family support worker [gmiles@stwulstansprimary.co.uk](mailto:gmiles@stwulstansprimary.co.uk)

Mrs Ruth Heynes is our Primary Academy Manager [rheynes@stwulstansprimary.co.uk](mailto:rheynes@stwulstansprimary.co.uk)

## Data protection

### Accessing personal data

This can be found in the GDPR policy. The remote at-home process is used by all staff.

### Processing personal data

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## Safeguarding

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