Sacred Heart
Catholic College

Remote Learning Policy

Reviewed by:	Governors
Approved by:	Curriculum and Staffing
Date approved:	September 2020
Next review due by:	September 2021

Remote/Blended Learning Policy

Introduction

Sacred Heart Catholic College has reopened for all pupils in September 2020 following school closure due to the global pandemic. This policy puts plans in place in case of a local or national lockdown arrangement or a breakout of Covid19 within the school community. The Aim of this policy is to consider the practical implementation of blended learning across the curriculum in order to ensure pupils, teachers, parents and other stakeholders are clear about expectations and responsibilities.

Contents

1. Aims

This remote/blended learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who aren't 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 learning, Teachers must be available between 9am-3.30pm.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. Should you find you are unable to attend work or are delayed for any reason, you must text or email Graham Bailey by no later than 7.45 am in the morning, you may text to: 07391 240997or Email: baileyg@sacredheart.sefton.sch.uk. Please then give Helen Haggart a call between 10.30 am and 11.00 am to give details of absence. When you are fit to return,

When providing remote learning, Teachers are responsible for:

> Setting work:

- o Teachers need to provide work for all their classes on the day of their absence, including if they may need to cover for other classes. Work must also be provided for groups of students who are currently socially isolating.

- o Work must be provided for the duration of the whole lesson

- o Work should be uploaded to Google Classroom and students encouraged to check their 'To Do List' each day

- o Teachers should co-ordinate with their Subject Leader and other teachers within their department, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

> Teaching quality is more important than how teaching is delivered:

- o Providing that the established principles for introducing new knowledge are adhered to (explanation, scaffolding, feedback) then there is no difference between the effectiveness of real time remote lessons or pre-recorded material. What matters most is that each learning sequence builds on prior understanding. Teachers should set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, including new material – planning a programme that is of equivalent length to the core teaching pupils would receive in school. Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject. Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks and set clear expectations on how regularly work will be checked. Teachers should adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanation to ensure pupil's understanding.

➤ Ensuring access to technology is key, particularly amongst disadvantaged pupils

- o Lack of access to appropriate technology is a barrier to effective participation in remote learning. We need to be aware of pupils who may have less access than others and require extra provision/support. For pupils who do not have suitable online access, we will provide printed resources, such as textbooks and workbooks.

➤ Different approaches to remote learning suit different types of content and pupils:

- o Teachers will be supported to reflect on different approaches to remote learning and what will be most effective to deliver their subject content through ongoing CPD and coaching.

> Providing feedback on work:

- o Students should submit completed work via Google Classroom to their subject Teacher or on their return if self-isolating and don't have access to a computer

- o Teachers can check students work via Google Classroom, give formative feedback by writing comments on images and documents and by making private comments. Whole class feedback can be given using the class comments on the assignment. Summative assessment can provide quantitative marks which can be cross referenced to grades.

> Keeping in touch with pupils who aren't in school and their parents:

- o Teachers should make regular contact with students via Google Classroom

- o Teachers should answer emails from parents and pupils within 24 hours but not outside of working hours

- o Complaints or concerns from/by parents and pupils, for any safeguarding concerns, should be referred to a member of the Safeguarding Team.

> o   Information pertaining to students consistently failing to complete work should be passed to the Head of Department who should follow this up with a phone call to parents.

> Any member of staff required to attend a virtual meeting with college staff, parents, pupils or additional stakeholders should:

>> o   Adhere to the Dress code

>> o   Remember to choose a location which avoids background noise or anything inappropriate in the background

2.3 Subject Leaders

Alongside their teaching responsibilities, Heads of Department are responsible for:

> Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

> Working with teachers teaching their subject remotely to make sure all 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, through regular meetings with teachers and by reviewing work set

> Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school

> Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for: https://www.sacredheart.sefton.sch.uk/wordpress/home/parents/policies

2.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents with any technical issues they're experiencing

> Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

> Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

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 parents with children learning remotely to:

> Make the school aware if their child is sick or otherwise can't complete work

> Seek help from the school if they need it.

> Be respectful when making any complaints or concerns known to staff

2.8 Governing Body

The governing body is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

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

> Issues in setting work – talk to the relevant subject lead or SENCO

> Issues with behaviour – talk to the relevant head of year

> Issues with IT – talk to IT Support

> Issues with their own workload or wellbeing – talk to their line manager

> Concerns about data protection – talk to Steve Langton

> Concerns about safeguarding – talk to a member of the Safeguarding Team

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

> Use devises provided by the College, such as laptops, these should be used as far as possible rather than their own personal devices

4.2 Processing personal data

Staff members may need to collect and/or share personal data 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 are encouraged to follow the college guidelines based on GDPR.

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

https://www.sacredheart.sefton.sch.uk/wordpress/home/parents/policies/

6. Monitoring arrangements

This policy will be reviewed yearly by Steve Langton Director of Operations. At every review, it will be approved by the Head Teacher.

7. Links with other policies

This policy is linked to the policies below and can be viewed using this address: https://www.sacredheart.sefton.sch.uk/wordpress/home/parents/policies/

- Behaviour policy
- Child protection policy
- Data protection policy
- Home-school agreement
- ICT and internet acceptable use policy