



Remote learning policy

St Paul's Catholic School

Aims:

1. To meet the legal requirement placed on schools (October 2020) to provide immediate ('immediate' means the first full day that pupils cannot attend school) remote learning for any individual or groups of students who are told to stay at home as part of ongoing Covid-19 protection (DfE). It is law from the 22 October to the end of the 2020-2021 Academic Year (unless extended). The Direction makes it a legal obligation only to provide remote learning for pupils who cannot attend school because of Covid-related reasons. We aim to meet the current recommendation that learners be provided with four hours of remote learning per day.
2. To meet the expectation that we will be ready to deliver our full school remotely where there is disruption, and immediately when a pupil or group of pupils cannot attend school.
3. To continue to teach all or most of the normal planned curriculum in the remote environment. Even for subjects where this is more challenging, for example those that would normally include significant elements of practical work in the live classroom (sciences, music or technology) we will do our best and continue to evolve different ways of succeeding and providing.
4. To meet the suggested expectations of remote learning as set out by the DfE. When planning our remote learning, the DfE suggests:
 - use a **curriculum sequence** that allows access to high-quality online and offline resources and teaching videos and that is **linked to the school's curriculum expectations**
 - give access to high quality remote education **resources**
 - select the **online tools** that will be consistently used across the school in order to allow interaction, assessment and feedback and **make sure staff are trained** in their use: this is the platform itslearning at St Paul's and Microsoft teams for live lesson provision
 - provide **printed resources**, such as textbooks and workbooks, for **pupils who do not have suitable online access**
 - recognise **that younger pupils** and **some pupils with SEND may not be able to access remote education without adult support** and so **schools should work with families** to deliver a broad and ambitious curriculum.

and when it comes to teaching pupils remotely, the DfE suggests that schools:

- set assignments so that **pupils have meaningful and ambitious work each day in a number of different subjects**, and from January 2021, that this is equivalent to 5 hours of learning per day
- 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 practised in each subject
- provide frequent, clear explanations of new content, **delivered by a teacher in the school or through high-quality curriculum resources or videos**

- ❑ gauge how well pupils are progressing through the curriculum, using **questions and other suitable tasks** that teachers will check according to the same time frames and expectations were they in school
- ❑ enable teachers to **adjust the pace or difficulty of what is being taught** in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- ❑ plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including **daily contact with teachers** (from January 2021 equivalent to 5 hours per day).

and the DfE recommends when replicating the classroom remotely:

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that as a school we consider how to transfer into remote education what we already know about effective teaching in the live classroom (see the document 'Effective Remote Learning October 2020: [Effective Remote Learning KBT 10102020.docx](#)) and 'Reflection on Remote Learning January 2021: [Remote Learning Reflection January 2021.docx](#)

Live classrooms and pastoral activities (such as collective worship and tutor groups) enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress. We are using remote 'live' lessons where appropriate for the delivery of the curriculum according to the subject; content; place in the sequence of learning etc. and we are providing 'live' and pre-recorded opportunities for the pastoral curriculum to be delivered. However, the key elements of teacher 'interactivity and intentional dialogue' are being replicated through a variety of pedagogical practice in remote contexts according to 'best fit' and recognise that the 'live' lesson is one of the pedagogical choices that can be made.

and the DfE also says

- ❑ Often, it is necessary to operate more flexibly, for example to accommodate contexts where pupils are having to share a single device within the home, meaning that access to recorded lessons is also needed. However, frequent contact between pupils and teachers is crucial. This contact may, for example, be through presence in a remotely delivered lesson, questioning, feedback, or some other form of on or offline exchange about schoolwork. Itslearning affords this contact and teachers are utilising the online platform in a variety of ways to interact with learners.

Remote learning is not the same as live teaching, and although there is an expectation that learners will receive daily contact with teachers this might not be 'virtually face-to-face' or live. However, we have in place measures to ensure that contact is made with learners one-to-one where concerns about engagement or welfare are raised.

5. To ensure that, although the Direction only applies to pupils in reception to Year 11, as a school with a sixth form we can offer remote learning to post-16 students as well.
6. To address the significant challenge of providing a blended curriculum where we are delivering remote learning 'of equivalent length' to the normal curriculum, 'including daily contact with teachers', while also delivering a full curriculum in school.
7. To ensure that remote education makes a significant contribution to enabling students to continue to learn and progress, and to mitigate any widening of the attainment gap for the disadvantaged. (DfE Remote Education Guide)
8. To provide training that is regularly refreshed with teachers, and provide appropriate troubleshooting support where needed, so that transfer to the remote environment can happen seamlessly when needed.
9. To ensure that the principles of high-quality remote teaching as set out in the 'Effective Remote Learning' document (published to St Paul's staff October 2020) are adhered to and approaches that are more interactive and teacher-led dominate the delivery of the school's planned curriculum as described above.

As a school, we will provide immediate remote learning under the following conditions:

Learners are only entitled to access to remote learning under the Direction if they are required to stay at home due to COVID restrictions and track and trace:

1. when individual learners (including clinically vulnerable learners) are required to stay at home;
2. when Individual learners are required to stay at home while a majority of the cohort remains in school;
3. when a significant group of learners is required to stay at home;
4. when a whole or half year group is required to stay at home;
5. when the whole school or cohort is required to stay at home;
6. when a teacher is required to stay at home but is not ill;
7. when a teacher is required to stay at home and is unwell

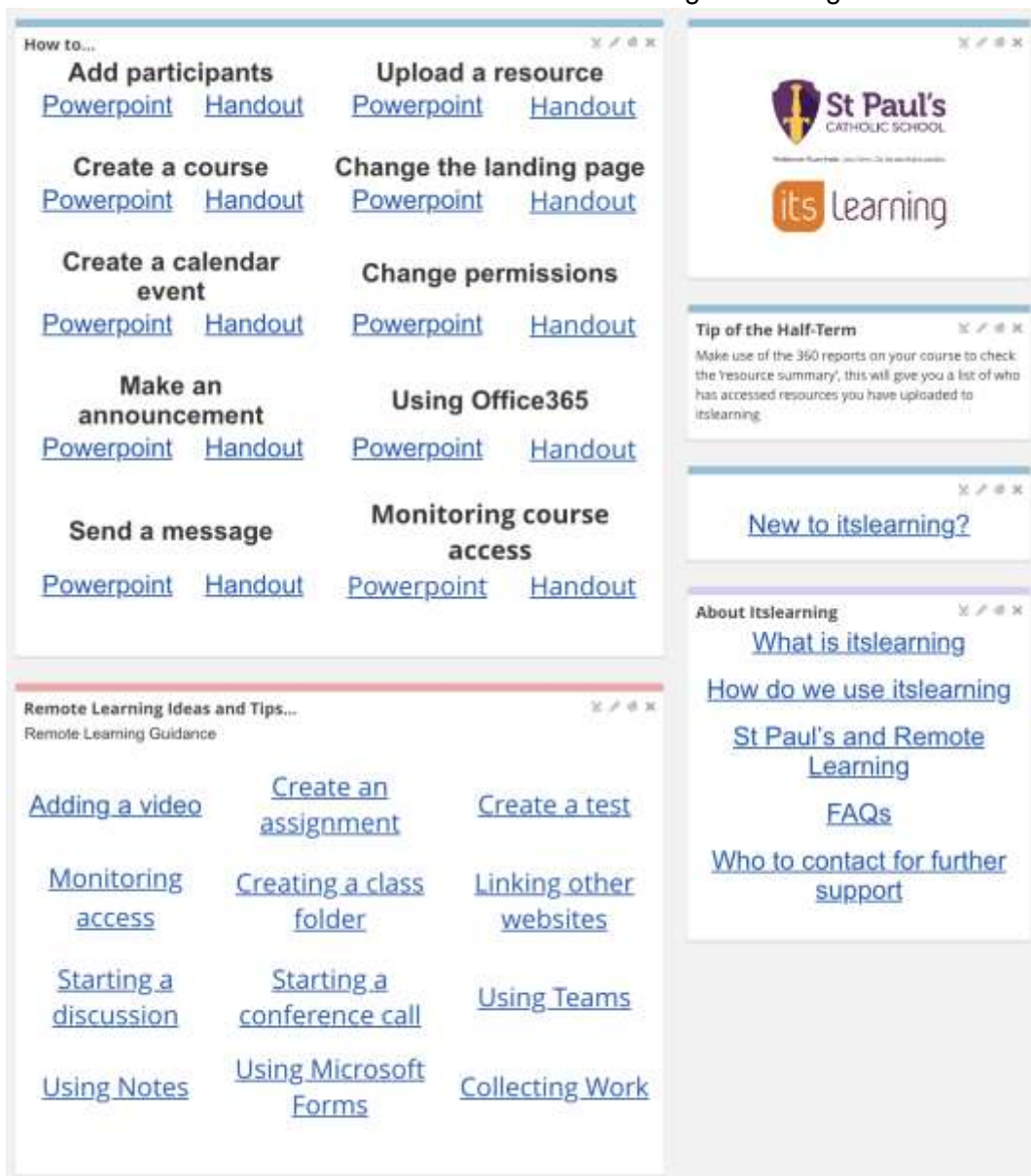
The approach to remote learning adopted in each of these contexts may vary but in each case, the learners are entitled to the same level and quality of remote leaning however the way that this is achieved may be different.

To facilitate remote and blended learning

Planning, development and training

1. department time will be allocated to allow staff to collaborate to plan remote learning and pedagogies;

2. we will ensure that the development of remote learning is seen as a 'detour' and that the link between ongoing curriculum development (curriculum content, core curriculum content and sequencing) is the foundation of remote learning;
3. we will ensure that we are planning for the longevity of remote learning so that what we do now will be assimilated into future teaching and learning strategy for the school as a whole. We will encourage all current and future curriculum planning to include planning for remote learning;
4. we have selected itslearning, our existing online platform, and Microsoft Teams for live lessons, for the provision of remote learning. This enables consistency for parents and learners but maintains a flexibility for departments. It facilitates the delivery of the curriculum as well as interaction with learners including monitoring and feedback.



5. training and development for the use of the online platform is facilitated continuously through a range of opportunities including: the 'super group' and help guides for teachers and staff. We will prioritise remote learning curriculum planning and remote pedagogies in our professional development opportunities.

All of the guides and Powerpoints are on itslearning under 'itslearning for staff' and 'itslearning for pupils'.

Training and development for the use of other technologies, including Microsoft Teams, is facilitated through a range of CPD opportunities, including 'Thinking on a Tuesday'.

6. we have produced a series of Parent Guides. These are designed to be as short as possible, with diagrams to support and highlight key steps in parents accessing itslearning. The first four were:
 - Introduction to itslearning
 - How to locate your child's details through your account
 - How to use the calendar
 - How to support your child with itslearning and how to access remote learning
7. we will implement a continuous cycle of review, evaluate and develop for remote learning, including using the Teaching Review Two (Lent Term) to review remote learning across the school;
8. initial provision of guidance and principles from the whole school, DfE and other appropriate outside agencies shared by T&L lead ([Effective Remote Learning.docx](#)) This has underpinned the development and implementation of remote learning. Establishment of a consensus within a subject for the provision of remote and blended learning that this based upon this policy and other 'best practice' documentation circulated by the T&L Lead. Additional reflection documents will be produced as the context in which remote learning is provided alters;
9. HODs will develop a consensus amongst their teams to ensure consistency in the approach to curriculum provision and delivery including overcoming the challenges posed to subjects with practical work. They will publish their agreed approach to remote learning here: [feedback from departments](#) . These will be subject to review as the context for remote learning changes;
10. the establishment of a consensus within a subject for the provision of remote and blended learning will be based upon this policy and other 'best practice' documentation circulated by the T&L Lead;
11. there will be a programme of externally provided CPD to upskill the IT Support Team including in the deployment of itslearning;
12. additional training and development is provided by the DfE:

DfE are offering several [school-led webinars on remote education](#) to help share good practice with school leaders, teachers and middle leaders in primary and secondary schools:

 - for school leaders recordings of the webinars are now available on the [Department for Education YouTube channel](#)
 - for school teachers recordings of the webinars are now available on the [Department for Education YouTube channel](#)
 - for middle leaders webinars and case studies on curriculum sequencing will be available later in the autumn term
13. additional support can also be found here: [this dedicated page on GOV.UK](#). (see notes below);
14. a Remote Learning Lead, Kiersten Best, Senior Assistant Head Teacher, was identified in December 2021. Part of the role is to ensure that dissemination of all CPD opportunities that will support the effectiveness of remote learning provision. These are disseminated regularly and via email and Thinking on a Tuesday.

Implementation

1. **Communication** with stakeholders and the management of the expectations of stakeholders about remote learning: an executive summary of this policy will be published on the website in addition to the staff handbook. Updates on remote learning are also provided through communication home at the point of a learner being required to work from home and through the weekly Head Teacher letter to parents. Parent and student guides have been produced and published. An outline of the Planned Remote Learning Provision is also published on the website. We will ensure that all communication and publication of documentation is in line with DfE requirements and expectations.
2. When a learner is required to self-isolate, then contact with parents will be made by phone and/ or email with follow-up contact via in-touch and letter. All communication will make clear the expectation that learners must engage with the curriculum remotely.
3. We will create a designated page on the website offering advice about how best to support their child's learning when conducted remotely. Offer additional support to parents: this could include, where appropriate, group seminars, briefings using Microsoft teams, or one-to-one telephone calls where necessary, to inform parents and elicit their support.
4. Itslearning is the on-line platform used across the school for the provision of remote learning and we use Microsoft teams to deliver 'live' experiences. Guidance has been provided to ensure that delivery of the curriculum remotely is in line with regulations. All documentation is available to staff on T Drive.
5. TDrive access for supply teachers to access work that is being provided by the teacher at home. The IT support department will set up guest passwords and communicate to all leaders within a department
6. All stakeholders are informed of learners who isolating as they become known. The administration team and the Chaplaincy team liaise with teaching teams to communicate the names of learners who are isolating and the dates of isolation.
7. When the whole cohort, or a whole year group is required to learn remotely, then their curriculum will follow the normal school timetable and this will be uploaded onto itslearning. This will include links to Microsoft Teams when the lesson is planned to be 'live'.

Communication with isolating learners

1. When a whole year group, or the whole cohort are required to learn remotely, then the learner will be required to register via itslearning by 9.30 am every morning.
2. Group or individual messages should be sent out regularly on itslearning to which learners are asked to respond. These may be sent by teachers or members of the pastoral team (including tutors and mentors)
3. Communication with learners should remain positive, encourage them to engage with work, make reference to looking forward to welcoming them back on school site and encourage them to make contact with school if there are any concerns regarding work

or their wellbeing. It should reiterate the means a student can communicate with their teachers if they have questions about work set, and with pastoral staff if they have any concerns generally.

4. Individual communication with students may be triggered where:
 - The learner has not registered by 9.30 am;
 - school has knowledge of a learner being vulnerable or potentially at risk;
 - concerns are expressed regarding the general wellbeing of a learner during the time a student is working remotely (concerns should be recorded on CPOMs);
 - it is evident a learner is not engaging daily with work on itslearning;
 - concerns are expressed of the quality of work submitted;
 - a learner persistently fails to respond to communications from teaching staff (concerns should be recorded on CPOMs).
5. The following process for monitoring engagement has been established as practice and the principle is the same as if we were in the real classroom:
 - if a pupil is not engaging (in the same way as if they were off task in a classroom), then the teacher would redirect verbally. In the remote context, this would be direct contact by the teacher with the pupil via itslearning;
 - if the pupil persists in not engaging, then as the teacher would in the real classroom, the teacher will make contact home via intouch or a telephone call (this might be a staged approach). If the teacher is making contact home, then the teacher will contact the HOY/CAPA to check that it was okay to do so. At this point, the HOY/CAPA will be able to give the 'green light' to contact home, and will be able to give the teacher any contextual information (such as they have poor access to IT) or they will tell the teacher not to contact home and the HOY/CAPA will contact home (or other personnel as identified as appropriate for home contact).
 - if the child persists in not engaging, then in the same way as a teacher would if we were in school, the teacher will contact the HOY/CAPA and escalate the concern so that the HOY/CAPA can intervene;
 - the monitoring of engagement is a teacher role. The Pastoral teams are monitoring attendance through itslearning registration but this does not indicate whether a child is engaging in the remote classroom.

Pastoral and Chaplaincy Team

1. Track and Trace information identifies barriers to learning due to IT and need for Free School Meals.
2. CAPAs to work with families to identify and **overcome barriers** to remote learning and then respond to mitigate these barriers including technological barriers: the provision of lap tops, Wi-Fi dongles; headphones etc.
3. Teachers will be made aware by CAPAs of potential barriers and alternatives provided by the teacher/ specialist department and 'delivered' to the learner by the CAPA (if electronic transfer is not possible). It is necessary for all departments to have contingency plans in place if technological barriers cannot be overcome.
4. When a learner's lack of engagement with the remote curriculum is flagged as 'persistent non-engagement' then we will try to re-engage a learner as identified above. Teachers should notify pastoral staff of any concern. These should also be recorded on CPOMs.
5. The pastoral teams will take responsibility for prioritising daily contact with our most vulnerable learners when the numbers isolating are greater than they have capacity to

engage with on a daily basis. When numbers are at their highest, then the pastoral team can delegate responsibility to other members of school staff to make daily contact e.g. tutors and mentors.

6. Chaplaincy will record cause for concerns at their weekly meetings and liaise with the Pastoral Manager to put in an appropriate strategy depending on the circumstances. Responses may include requesting a police welfare check.
7. There is a spreadsheet for each year group on which staff should record their contacts with students. The spread sheet can be found here: [T:\JHY Key Documents - JHY\Coronavirus Provision\November Lockdown](#). Staff should use this to inform their decisions as to which learner may need a contact.

Heads of Department and Teaching teams

1. Each subject agrees a clear procedure that is understood by all delivering the remote curriculum and communicated to all stakeholders, especially learners. There will be a consensus about how this will be done at subject level. Departments will adopt a review, evaluate and develop cycle to provision of remote learning and will update policy as it evolves: [feedback from departments](#)
2. Curriculum planning:
To ensure the effectiveness of remote learning consideration will be given to given to the curriculum behind remote lessons, in the same way as in-school lessons. The first step to thinking about effective remote learning is therefore to reflect on curriculum provision and how this could be delivered remotely or adapted:
 - Use curriculum planning already done or underway to identify the core composites and components that make up each subject in each year group. Use these as the starting point for remote provision.
 - Of these core components, reflect upon can be taught effectively through remote instruction (e.g. worksheets, textbooks, online videos, pre-recorded explanations), and which really need face-to-face or live explanation
 - As with normal curriculum planning, think through:
 - what you want pupils to know, understand and do;
 - how you will teach them this remotely;
 - what tasks / assignments you will give them to practise and embed their learning;
 - how you will assess their understanding in the short, medium, and long term;
 - how you will use assessments to provide formative feedback and inform future remote learning.
 - Ensure the needs of all learners, including SEND and the most disadvantaged pupils, are being met through the curriculum.
3. HODs of Department have autonomy over how best to deliver the curriculum in the remote and blended context. They should aim to achieve a consensus across their team. They may decide to centralise the approach to remote learning or delegate responsibility to teachers to 'teach their own classes'. Departments may consider the identification of named person/ persons within a subject who has oversight of remote learning.
4. Where a department delivers a diverse range of courses, then there may be overarching guiding principles agreed, but flexibility according to the demands of each programme within the suite of courses offered.
5. There will be an agreed approach and methodology for engaging learners and maintaining engagement.

6. HODs will be mindful of workload and the aim will always be to set up remote learning as early as possible and to be mindful of approaches that support the management of workload:
 - when it is the teacher who is isolating, then patterns of behaviour should be established that minimise the impact on those in school (e.g. be mindful of emails; send the printing required to the printer from home using the VPN);
 - or the HOD might designate responsibilities: those at home; those at school;
 - pre-prepare if possible e.g. voice over PowerPoints or pre-recorded lessons that accompany a SOL focusing upon common misconceptions and key concepts
 - use quality assured, published material and videos to supplement what can be produced in-house (e.g. The Oak Academy material).
7. Liaise with the pastoral teams and specialist departments to overcome barriers and have contingency plans in place to mitigate barriers including differentiating work and non-electronic versions of the remote curriculum provision.
8. When non-engagement with remote learning is noted as a concern, the teacher will follow the procedure for non-engagement as identified above.
9. It remains the responsibility of the Head of Department and their teaching teams to monitor progress and provide feedback and appropriate marking and feedback (see comments below)

Marking, feedback and monitoring progress during and after self-isolation

1. Every effort will be made to measure learner progress during self-isolation and teachers will develop their own methodology in conjunction with the consensus across a department. This may include activities such as low stake quizzing or 'check-ins' by the Head of Department to gauge how teachers think their learners are progressing.
2. If learners are 'off track' then causes for this will be investigated (e.g. inappropriate pedagogy)
3. When monitoring progress, teachers will be mindful the factors that might impact on learner progress that might not indicate that there is a problem with the quality of teaching (e.g. an unsuitable home learning environment)
4. Progress will be monitored on a learner's return to school and, in the case of blended learning, can be carried out through comparison with other learners who have not been self-isolating.

Specialist department: SEND

1. The specialist SEND departments will take responsibility for checking the pastoral welfare of their learners and undertake the daily check-in rather than delegate this to the pastoral teams.
2. Where a learner attached to a department is not engaging with the remote curriculum then the SEND departments will be the first port of call to identify potential barriers to engagement and, where these can be mitigated by the departments (e.g. more effective differentiation), then they will liaise with the departments to identify how to mitigate these barriers.
3. The SEND departments will communicate generic barriers for remote learning to all staff so that they are aware of potential barriers to effective remote learning because there is a lack of support at home (e.g. parental literacy).
4. The SEND department will also circulate guidance about how best to differentiate remote learning. These will include:
 - ensure that work and instructions is appropriate to reading ages;

- ensure knowledge about each child and refer to SEND learner information;
 - keep the language of instruction simple and consider whether adapted resources, such as an audio file, might be helpful;
 - be mindful about the support available at home and potential barriers such as, levels of literacy including ICT literacy;
 - consider whether electronic approaches need to be supplemented with (or replaced by) hard copies sent by post.
5. All remote learning that needs modification must be adapted and all stakeholders (including parents) will be made aware of the short term delays (where these cannot be mitigated) due to the time needed for modification. Teachers will make every effort to ensure that they provide work for modification in a timely fashion.

Specialist Department: EAL

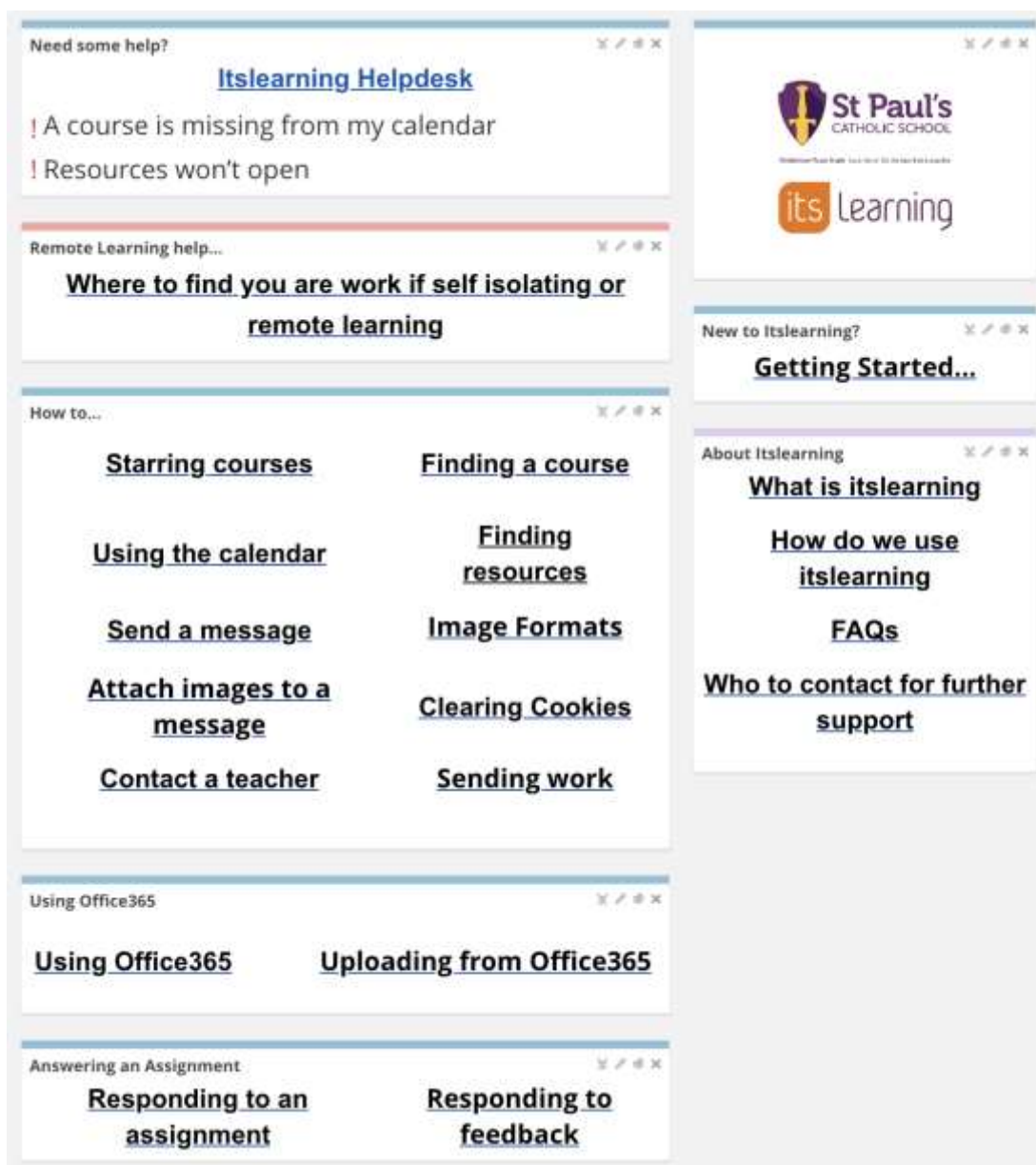
1. The specialist EAL department will identify those learners for whom they will take responsibility for pastoral checking (e.g. those whose parents do not speak English at home) rather than delegate this to the pastoral teams.
2. Where a learner attached to the EAL department, and identified as having needs that will be best met by the EAL department, is not engaging with the remote curriculum then the EAL Department will be the first port of call to identify potential barriers to engagement and, where these can be mitigated by the departments, then they will liaise with the departments to identify how to mitigate these barriers.

Learners

1. Learners will be 'trained' in how to access the remote curriculum for each subject area as soon as possible (i.e. before the need to implement the remote curriculum is necessary). Training will continue as remote learning evolves.
2. Learners to be provided with 'on-line' help to build skills to access the remote curriculum and this is provided through itslearning. All of the guides and Powerpoints are on itslearning under 'itslearning for staff' and 'itslearning for pupils'. This are in a cycle of review, evaluate and develop.

Itslearning for pupils:

1. Each topic has a Powerpoint to help pupils with using itslearning
2. VI friendly course and resources
3. Independent learning will continue as a separate entity in addition to the provision a comparable curriculum remotely except when the whole cohort is remote. Then IL will be suspended.



IT Staff

1. Fixing issues with systems used to set and collect work
2. Helping staff and parents with any technical issues they're experiencing
3. Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
4. Assisting pupils and parents with accessing the internet or devices
5. Providing a help desk to which problems can be directed: icthelpdesk@st-pauls.org.uk
6. The IT Department has produced a series of guides to help. They can be found here: <T:\IT Support - MCE\Guides\Teams Instructions teacher to student meetings.docx>
7. To provide login details for cover staff

Safeguarding

1. We have updated **safeguarding policy** and practice to reflect implications of remote learning and staff can access this here: <T:\JHY Policies and Procedures - JHY\Current Policies\Safeguarding Policy 2020.pdf>.

Staff need to consider the safety of pupils working specifically online. The starting point for online teaching is the same principles as those outlined in the Staff Code of Conduct Policy, of St Paul's staff behaviour policy (Code of conduct), the Acceptable Use of ICT Policy and the relevant sections of the Safeguarding Policy regarding safe working practice. Staff should at all times ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

2. **Clear reporting routes** are identified and shared with all stakeholders so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education. The principles in Keeping Children Safe in Education (KCSIE) continue to apply and all staff should be doing what they reasonably can to keep children safe. While children will not be physically attending the school, it is important that we continue to interact with children online, looking out for signs that a child may be at risk. Any such concerns should continue to be dealt with in line with the Safe Guarding policy. Appropriate, referrals will continue to be made to Children's Services and, if necessary, the police. Whilst acknowledging the pressures staff are under, it is essential that we remain vigilant especially with children working on line and not having immediate access to support

The best interests of children must always continue to come first and all members of staff should ensure that if there is a safeguarding concern that this is acted on immediately. Concerns should be raised with Graeme Roach (DSL), Anne Hoskins (Deputy DSL), Jo-Anne Hoarty (Head Teacher) or Ruth Holmwood (Senior Assistant Head Teacher). Any concerns raised with the above members of staff should also be recorded on CPOMs.

If in the unlikely event, staff are unable to contact any of the above, a referral must be made direct to the Milton Keynes Multi Agency Safeguarding Hub (MASH) calling 01908 253169 or 253170. Staff can also email children@milton-keynes.gov.uk. If such a course of action is necessary, it is important school is informed as soon as is possible as follow up action would be necessary.

Where staff have concerns about a staff member who may pose a safeguarding risk to children they must continue to follow the procedures outlined in their Safeguarding training and in the Safeguarding policy. This would involve staff raising the matter in the first instance with The Head Teacher, Jo Hoarty or the Deputy Head Teacher Graeme Roach.

3. **Cyber security** of IT systems: ensuring that these are fit for purpose lies with the IT department who circulate guidance to all in-school stakeholders. We will refer to the most up to date guidance here: [SWGfL Online Safety Policy Templates](#)
4. **Communicating with parents, carers and pupils** will follow existing school policy and protocols. All stakeholders including teachers and pupils will maintain professional practice as much as possible.

When communicating online with parents and pupils, personnel should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible

- advise teachers not to share personal information

For all 'live' activities (e.g. Microsoft Teams) or recorded activities (e.g. YouTube video) teachers must:

- Sit against a neutral background
- Choose the most appropriate room from which to record or, where this is not possible, use a neutral background
- Dress like they would for school
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language
- Ask pupils to also be in a shared space in their house and to dress appropriately (or turn camera off if that is not detrimental to the learning experience)
- It is advised that you make a recording so there's something to go back to later on if you need to, so that students who were unable to attend live lessons and activities can access asynchronously, and keep a log of who's doing video calls and when. Parents have given permission for recording to take place and understand that these are for the purpose of learning and school use only.

If teachers are phoning pupils

- Do this through parents' phones only (unless this itself poses a safeguarding risk), and in all cases make sure parents are aware and agree. If it is a Sixth Form student, then their personal phone numbers may be used.
- Call in school hours as much as possible
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there at the child's end, and have the phone on speaker phone
- Either use a school landline or mobile (please ensure that it is connected to the WiFi rather than 3G or 4G), or for personal mobile calls the 3CX app (contact IT Support in school to activate) that will route calls through the school's number, or block personal numbers so the recipient cannot see the caller ID. It is advised that parents are informed in advance to expect a call so that they are more likely to pick a call from withheld number.
- If possible, have another member of staff on the call. If this isn't possible, record the call, with parents' permission. Explain you're recording for school records only.

Personal data and GDPR:

We will continue to follow the guidance outlined in the [data protection: toolkit for schools](#) and the data protection policy (see below) when managing personal data and will be mindful of:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely
- pupils are issued with office accounts to access Teams so that their details can be authenticated; learners must enter through the 'lobby' facility to prevent unauthorised access to live lessons
- we are investigating closing the 'chat function' after a live lesson has concluded to prevent unregulated conversations
- we are investigating whether recorded lessons can be downloaded by learners for unauthorised distribution on other platforms

Monitoring effectiveness of remote learning

The approaches we will take are:

1. We will undertake a whole school review of remote learning Lent Term Teaching Review.
2. In addition we will put in place interim monitoring at whole school level through the HOD/HOF meeting structure that will require HODs (or their designated representatives) to audit and review the provision of remote learning (see [Remote Learning Reflection January 2021.docx](#)) that will comply with these principles:
 - a. when the whole school or a whole cohort is working remotely, then all lessons should be in the calendar and learners will be required to follow the curriculum as it occurs in school;
 - b. when monitoring the quality of RL at subject level we need to ensure that we are meeting statutory requirements but most importantly, that we are delivering a full and rich curriculum in line with our ambitious intentions (i.e. the curriculum map):
 - i. What is being taught
 - ii. The sequence
 - iii. The pedagogy to progress/ realise intention
 - iv. Teacher/pupil interaction: pupil engagement
 - c. Ways of monitoring:
 - i. Identify personnel who will be responsible for monitoring RL provision and allocate who and what they will be monitoring.
 - ii. Add these personnel to the class lists of the teachers they will be monitoring: this will give them access to their on-line provision;
 - iii. It may be helpful to risk assess monitoring and intensify monitoring where the need for support is identified;
 - d. Collection of data from monitoring:
 - i. HODs can decide how they will collect data for monitoring (and the data must be retained);
 - ii. the data should help to identify best practice that can be disseminated.
 - iii. when the data reveals that the provision is in need of support, then intervention actions will be initiated by the HOD. The HOD is at liberty to decide how intervention will be undertaken; data must be retained;
 - e. a qualitative review of RL will be a standing agenda item for HOD/HOF meetings can be shared through HOD/HOF
 - f. We will get better and better – be kind to ourselves. Our provision of RL will build over time.
 - g. **HODs of Department** will also develop internal mechanisms by which they can monitor that, when the context is blended, the remote learning work is being set in a timely fashion and that a comparable curriculum is being provided. This will be a standing agenda item on HOF/HOD weekly meetings.
 - h. In the blended context, on a learner's return to school, **the teacher** will undertake a 'book check' to identify and mitigate any barriers to future learning and provide intervention. 'Book Checks' will involve comparison between those learning remotely and those learning in school to moderate any issues that might arise as a result of pedagogy rather than remote processes. Any 'Book Check' will be diagnostic and NOT judgemental and teachers will be sensitive to contextual issues that might process barriers to learning remotely.

3. We will enlist the support of the **Pastoral Teams** and other **specialist department** (SEND and EAL) in school to monitor the engagement with the remote curriculum for key groups of learners especially the most vulnerable as these learners may have extra barriers to accessing remote learning.
4. We will monitor 'attendance' through regular updates on learner logging onto itslearning but supplement this with follow up monitoring where itslearning is unable to recognise interaction through certain devices such as a mobile phone.
5. We will encourage staff to use their timetabled periods for 'home contact' and 'mentoring' to monitor engagement. We will also follow this up more formally at mentoring evenings.
6. We are investigating opportunities for pupils, when isolating, to continue registration independently of the rest of the cohort via itslearning.

Links with other policies

1. Behaviour policy:
<T:\JHY Policies and Procedures - JHY\Current Policies\Safeguarding Policy 2020.pdf>:
2. Data protection policy:
<T:\JHY Policies and Procedures - JHY\Current Policies\Data Protection Policy - March 2020.pdf>
3. Home-school agreement:
<T:\JHY Policies and Procedures - JHY\Current Policies\Home School Agreement 2018.pdf>
4. ICT and Internet acceptable use policy:
<T:\IT Support - MCE\Guides\Student ICT Acceptable Use Policy St Paul's Catholic School November 2010.doc>;
<T:\IT Support - MCE\Guides\Staff ICT Acceptable Use Policy St Paul's Catholic School November 2010.doc>;
5. Safe Guarding Policy:
<T:\JHY Policies and Procedures - JHY\Current Policies\Safeguarding Policy 2020.pdf>
6. Staff Code of Conduct:
<T:\JHY Policies and Procedures - JHY\Current Policies\Staff Code of Conduct Jan 2018.pdf>

GOV.UK: Get help with remote education

Pupils can be absent for a range of reasons, including illnesses other than COVID-19, so remote education is a vital support to school work. We have worked with sector leaders to publish a package of resources designed to support your remote education planning and delivery. You can access all of these resources from [this dedicated page on GOV.UK](#).

You can find specific resources designed to support school leaders and classroom teachers below.

Support for school leaders

Good practice guide

Access a sector-led good practice guide to support you in developing your remote education contingency plans. [Check out the good practice guide](#).

Demonstrator schools and colleges network

Access peer-led advice and bespoke training from a network of schools and colleges who are experts in their use of technology. [Register your interest here](#).

Webinars

School leaders shared what worked for them to get their schools set up to deliver remote education in 45 minutes webinars. [Watch the secondary school webinar](#).

Access to technology for pupils

Get help for pupils who can't access technology at home, including laptops for disadvantaged children and help with internet access. [Get help with technology](#).

Support for classroom teachers

Webinars

Teachers shared what has worked for them when teaching remotely in 45 minutes webinars. [Watch the secondary school webinar](#).

Example lessons for remote teaching

Teachers can access examples of lesson plans that are annotated with tips and ideas schools have found useful when teaching remotely. [Check out the annotated lesson plans](#).

Resources from Oak National Academy

Access resources from Oak National Academy which have been created by teachers and offer around 10,000 lessons across a variety of subjects for reception to year 11. [Check out their resources](#).

Resources library to support your technology use

Access an online library of tools, tutorials and guidance to support teachers and pupils, including support for less tech enabled schools and colleges as well as those with systems already in place. [Take a look at the support available](#).