



# Policy and Procedure

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## Remote Learning

Published: January 2021

To be reviewed: September 2021





# Our Mission

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Trust will work together in truth and love to provide the best possible opportunities for all our young people and their families.

Our mission is the provision, development and future safeguarding of a World Class Catholic Education where every child, member of staff and family matters

The schools, their governors and the trust directors will work together, based on the principle of subsidiarity, in faithfulness and humility, to provide an education where Christ and His values of respect, service, tolerance, dignity and forgiveness are at the heart of everything we do.

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**This policy was approved by the Chief Executive Officer on behalf of the Trust Board**

Signature: 

**Mr D Beardsley  
Chief Executive Officer**

Date: January 2021

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## 1. Definitions

In this policy for Remote Learning, unless the context otherwise requires, the following expressions shall have the following meanings:

**'BWCAT'** refers to The Bishop Wheeler Catholic Academy Trust.

**'Trust, we and our'** covers all of the schools within The Bishop Wheeler Catholic Academy Trust and The Bishop Wheeler Catholic Academy Trust Office.

**'child' and 'children'** refer to children and young people under the age of 18 years.

**'Pupil'** refers to any pupil on roll at any of the BWCAT schools

**'School'** refers to the Academies within BWCAT

**'Governors'** means the governors appointed to the Academy Council of the individual school.

**'Governing Body'** means the Board of Directors for the Trust.

**'Academy Council'** means local governing body

**'Parents'** refers to any person who holds parental responsibility for the child.

## **2. Introduction**

“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision.” (DfE Guidance for Full Opening August 2020).

## **3. Purpose**

This remote learning policy 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
- Ensure staff understand their specific role in the safeguarding of children and the safeguarding arrangements for remote learning
- Provide appropriate guidelines for data protection

All persons involved with remote learning including the creation and processing, will be aware of their duties and responsibilities by adhering to these guidelines. Failure to comply with this policy may result in disciplinary action.

## **4. Scope**

This policy applies to all of the schools within the Bishop Wheeler Catholic Academy Trust (BWCAT). This policy applies to all BWCAT staff, pupils and parents.

## **5. Roles and Responsibilities**

### **Governing Body:**

The Board of Directors is responsible for:

- Monitoring BWCAT’s approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that all BWCAT staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

### **Academy Council:**

The school's Academy Council is responsible for:

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

### **Executive/Headteacher:**

This is the most senior person with day to day responsibility for each school in the Trust.

- Responsibility for implementing this policy.
- Ensure all staff have read and have access to this policy.
- The policy is displayed on the individual school Website
- 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.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Monitoring the remote work set by teaching staff.
- Considering whether any aspects of the curriculum need to change to accommodate remote learning.
- Any misuse of the online/remote learning systems are investigated and dealt with in line with the disciplinary policy/behaviour policy.
- Ensure all staff and pupils have read and signed the relevant appendix in the BWCAT ICT Acceptable Use Policy.

### **Virtual Leader:**

Each individual school within BWCAT will identify a Virtual Leader who will have responsibility for:

- Monitoring of the quality of provision.
- Co-ordinating the remote learning approach.
- Keeping staff and pupils up to date with any changes to remote learning.
- Be the point of contact within the school for remote learning.
- Alerting teaching staff to resources they can use to teach their subject remotely, along with new initiatives.

### **Designated Safeguarding Lead (DSL):**

The DSL is responsible for ensuring the current Child Protection and Safeguarding policy and procedures are followed in relation to home learning activities/ interactions.

Any Child Protection or Safeguarding concerns raised in relation to remote learning should be directed to the DSL immediately.

The DSL on duty must provide a contact number for staff, if the DSL is not available staff should contact the Headteacher.

Where necessary, referrals will be made to LADO, children's social care and as required, the police. The Child Protection and Safeguarding Policy and the Child Protection and Safeguarding COVID-19 Addendum is located on the individual school website.

### **SENCO:**

SENCOs identified in each school will work with those families of pupils with SEND who need alternative provision so they continue to receive a broad and ambitious curriculum, including ensuring the requirements of the EHCP are met.

The SENCO will be responsible for:

- 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.
- Considering whether any aspects of the curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject/class remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads/class teachers 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.
- Alerting teachers to resources they can use to teach their subject/class remotely.

### **Inclusion and Wellbeing:**

St Mary's Horsforth CVA inclusion and wellbeing support is documented in Appendix A.

### **Teaching Staff:**

If teaching staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, teaching staff should report this using the normal absence procedure. The Headteacher will need to alert the Virtual Leader to enable virtual lessons to be covered if required.

When providing remote learning, teachers should ensure the following are adhered to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the schools curriculum expectations.
- Give access to high quality remote education resources.

- 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 work with the SENCO to deliver a broad and ambitious curriculum.
- Microsoft Teams will be used to teach their class with a 'live' stream
- When admitting pupils to the 'live' lesson, teachers are to ensure more than one pupil is waiting to be admitted to the lesson.
- It is important that 'live' stream lessons are ended promptly; teachers should not wait for all pupils to leave before ending the session. Teachers should not be in a position where they are on a 'live' lesson with just one pupil.
- There should be no instances of 1 to 1 support or teaching given via Microsoft Teams.
- The chat function should be blocked for pupil to pupil conversation outside of lessons. If the chat function is required during a 'live' lesson staff should monitor the chat and turn off the function if it is not required. This isn't what we do.
- Teachers will need to ensure that the dress code is followed and an appropriate area is used to teach, where there will not be interruptions. There must be an appropriate background, ensuring no confidential or personal information can be seen.
- Teachers will liaise with the Virtual Leader regularly to ensure consistency across the school and to make sure pupils with limited access to devices can still complete the work.
- All staff will continue to look out for any signs that indicate a child may be at risk online and will report any concerns to the DSL.
- Where a small number of pupils need to isolate and access remote education for a few days, there will be links on the school website to suggested on-line learning.
- For any pupil needing to isolate for 10 days, each individual school will provide guidance to pupils and parents on work that is to be completed. St Mary's Horsforth CVA remote learning guidance for pupils self –isolating for 10 days is documented in Appendix B.
- In the event of a full year group or full class bubble closure, each individual school will provide guidance to pupils and parents on the procedure to access remote learning. St Mary's Horsforth CVA remote learning guidance for the closure of a full year group or class bubble is documented in Appendix C.
- In the event of a full school closure each individual school will provide guidance to pupils and parents on the procedures to access remote learning. St Mary's Horsforth CVA remote learning guidance for pupils in the event of a full school closure is documented in Appendix D.
- Guidance on how St Mary's Horsforth CVA will contact pupils and parents to give feedback or assess work submitted is documented in Appendix E.



## **Who to contact**

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

- Issues in setting work – Sarah Hurley or Sophie Pearson
- Issues with behavior – Sarah Hurley or Sophie Pearson
- Issues with IT – Connect up, Sarah Hurley or Sophie Pearson
- Issues with their own workload or wellbeing – Sarah Hurley or Sophie Pearson
- Concerns about data protection – [dpo@bwcat.org](mailto:dpo@bwcat.org)
- Concerns about safeguarding - Sarah Hurley, Sophie Pearson, Clare Beirne

Teaching staff may be required to attend virtual meetings with staff and parents via Microsoft Teams or Zoom.

- Dress code will be expected to be followed.
- Avoid areas with background noise, with nothing inappropriate in the background.
- Following usual policy rules for professional conduct.

## **IT Manager/IT support:**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Assisting staff with any technical issues they're experiencing.
- Review the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Liaise with the school virtual lead on the procurement of hardware, including that provided by the DfE.

## **Pupils and Parents**

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers through the agreed process set by the individual school. For example, using school email
- 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 via contact with the school office or dedicated email address and/or information on schools website.

- Support the school in ensuring that their child adheres to the schools behaviour expectations for remote learning.

## 6. Contact with Parents/Pupils

A dedicated email address for remote learning is provided for parents. The email address for St Mary's Horsforth CVA is [remotelearning@stmaryshorsforth.org](mailto:remotelearning@stmaryshorsforth.org)

When staff need to contact parents or pupils by telephone, staff should ensure that phone numbers are blocked by prefixing the telephone number being called with 141, unless called via the school telephone system.

## 7. Attendance:

Official Attendance of students in a full or partial closure will be authorised by the Local Authority code accordingly.

Participation in remote learning will be recorded by staff according to the instructions in Appendix F

## 8. Online Safety at Home:

- Pupils are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:
  - Childline: [www.childline.org.uk](http://www.childline.org.uk)
  - UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>
  - National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)
- Parents will continue to be made aware of what their children are being asked to do online, including the sites they will be asked to access.
- The Trust will ensure any sharing of information, communication and use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- All communication with pupils and parents will take place:
  - within school hours as much as possible. (Or hours agreed with the school and parents to suit the needs of both)
  - with staff using BWCAT devices over personal devices wherever possible and in line with our existing ICT Acceptable Use Policy. Where this is not possible, staff will speak with their Executive/Headteacher.
  - using the individual school approved communication channels; for example, the school provided email accounts and phone numbers and agreed systems e.g. Microsoft Teams.

- Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the Headteacher/DSL at the individual school.

## **9. Data Protection**

### **Keeping Devices secure:**

All staff members will take appropriate steps to ensure their devices remain secure. This includes:

- 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
- Devices are positioned in such a way that information stored or being processed cannot be viewed by persons not authorised to know the information.
- Trust devices should be kept safe at all times, do not leave devices in vehicles overnight.
- Permission from the Executive/Headteacher must be sought prior to using non-school devices for working from home.

### **Accessing Personal/Confidential data:**

If staff need to access personal/confidential data whilst working from home this should be through the secure school system.

USB's should not be used to transport personal or confidential data.

Care must be taken when using emails to send personal or confidential data, staff should follow this guidance:

- If confidential information is to be released, ensure that “Confidential” is placed in the subject bar.
- If it is an email address that you have not used before, confirm the email address first before sending out any information. (Such as a phone call to the outside agency)
- Check that you have the correct parent/pupil, and no other persons are copied into the email (for example careful not to “reply all” or send out to a group email account).

Please refer to the Trust Data Protection Policy for further guidance. Any data breaches identified must be directed to the Data Protection Officer immediately [DPO@bwcat.org](mailto:DPO@bwcat.org)

## **10. Links with other policies:**

This policy is linked to our:

- School's Behaviour policy
- School's Child protection policy Sept 2020 and coronavirus addendum to our child protection policy
- Bishop Wheeler Data protection policy and privacy notices
- Bishop Wheeler Acceptable use policy
- E - safety policy

## **11. Review of this policy:**

This policy will be reviewed annually by the BWCAT Trust and School Improvement Team. At every review, it will be approved by the CEO.

## Appendix A

### Procedures for inclusion and wellbeing

Pupils may be experiencing a variety of emotions in response to the COVID19 outbreak such as anxiety, stress or low mood. It is important to contextualise these feelings as normal responses to an abnormal situation.

- Staff to take a register in a morning and afternoon live session to ensure all children are accessing online learning. Any child that misses more than 2 days live sessions will be contacted by the class teacher to see if there are any concerns or support required.
- Staff to monitor submitted work for any children who are not submitting work. Any child that does not submit work for more than 2 days will be contacted by the class teacher to see if there are any concerns or support required.
- Staff to ring all children who are not in school, fortnightly to check on wellbeing of children.
- Regular updates in school newsletter for wellbeing of the children.
- Resources on website to support wellbeing found here under [other resources](#).
- There is also support available through the parent and carer sessions (PACS) at Horsforth Children Services.
- [Public Health England guidance for parents on supporting children and young people's mental health and wellbeing](#)
- [Young Minds website](#) or [MindMate](#).
- Referrals to Horsforth Children Services for any child that parents or staff have concerns about.
- Vulnerable children and SEND children who are not in school are rung weekly by teachers. Any concerns recorded on CPOMs.
- Children who are unable to access the work set for the majority of class will have individual work sent to them via Teams or via the office email.

## **Appendix B**

### **Learning guidance for pupils self –isolating for 10 days**

If a child is unable to access school due to self isolating, work will be made available for them via the school website under the home learning tab for Years 1 -6. Children in Reception who are self isolating can access work via Tapestry.

## Appendix C

### Remote learning guidance for the closure of a full year group or class bubble

- We will be using MS Teams to deliver our remote learning. Your child had their log in details for Teams sent home on **16 October**, please make sure you have logged into Teams in advance, so you know it is working. Advise the office if you have not been able to log in and they will contact you as soon as possible to reset your password.
- Remote learning will be in place via MS Teams (**guidance attached, this was also emailed to you on 16 October**)
- There will be 2 x 15 minute face to face sessions throughout the day, these will be scheduled on Teams for your child to join. We have staggered these throughout the morning and afternoon for families with multiple children needing to access remote learning.
- English, maths and two other lessons will be pre-recorded by the class teacher and uploaded as videos and tasks by **4pm** the previous day for the children to watch on the allocated day and complete any tasks set. We have pre recorded these so if your child needs support from home or needs to re watch aspects of the lesson, they are able to.
- Once work is completed, upload a photo of the work into the assignments tab for it to be reviewed by the class teacher. See guidance attached if you're unsure how to do this.
- Instant messaging will be available with the class and the class teacher from 8.55am-3.20pm. (There will be no communication during the teachers' lunch break 12pm – 1pm)
- If the class teacher is not able to teach due to illness, work will be uploaded to the school website for the classes affected.
- See also [remote learning guidance for parents](#) on the school website.

## Appendix D

### Remote learning guidance for pupils in the event of a full school closure

- We will be using MS Teams to deliver our remote learning. Your child had their log in details for Teams sent home on **16 October**, please make sure you have logged into Teams in advance, so you know it is working. Advise the office if you have not been able to log in and they will contact you as soon as possible to reset your password.
- Remote learning will be in place via MS Teams (**guidance attached, this was also emailed to you on 16 October**)
- English, maths and two other lessons will be live taught by the class teacher and recorded each day to allow parents who are unable to access meetings live to watch at a convenient time. Tasks will be uploaded by **4pm** the previous day for the children to complete on the allocated day and complete any tasks set.
- Tasks will be available in files.
- Once work is completed, upload a photo of the work into the assignments tab for it to be reviewed by the class teacher. See guidance attached if you are unsure how to do this.
- Instant messaging will be available with the class and the class teacher from 8.55am-3.20pm. (There will be no communication during the teachers' lunch break 12pm – 1pm)
- If the class teacher is not able to teach due to illness, work will be uploaded to the school website for the classes affected.
- See also [remote learning guidance for parents](#) on the school website.



## **Appendix E**

### **How school will contact pupils and parents to give feedback or assess work submitted**

- All completed work should be uploaded by parents/pupils via Teams in assignments.
- Parents given how to guide.
- All work will be looked at by the class teacher and feedback given via Teams app.
- If work needs to be adapted or improved, it will be returned via the assignments function.
- Any concerns will be addressed in feedback.

## **Appendix F**

### **Participation in remote learning how this will be recorded by staff**

- Record kept on individual child's Teams assignments of completed assignments.
- Teachers to record attendance of live sessions, any child who does not attend live sessions to be contacted after 2 days to see if there are any concerns. Attendance handed into the office on a Friday. HT to monitor attendance.
- Teachers to contact parents if a child does not hand work in for 2 days to see if any concerns or support required.
- Any concerns recorded on CPOMs.