



**OUR LADY
AND ST HUBERT'S**
CATHOLIC PRIMARY SCHOOL

Remote Learning 2023-2026

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Post Holder Responsible for Review:	Local Governing Board Ms O'Beirne

Remote Education Policy

Our Lady and St Hubert's Catholic Primary School

1. Statement of School's Curriculum Aims

Our Lady and St Hubert's Catholic Primary School aims to deliver a curriculum which is relevant for our pupils the community in which they live. We have aimed to create an ambitious and engaging curriculum which engages pupils and therefore has a positive impact on learning.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school, through use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to delivering high quality, interactive remote learning
- Include continuous delivery of the school curriculum aims, as far as possible, as well as support of pupils' social and emotional wellbeing
- Consider continued education for staff and parents (e.g. CPD, Parents Workshops and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child (and their siblings if they are also attending Our Lady and St Hubert's Catholic Primary School) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- The school community following whole school closure as a result of advice from Public Health England or following Government decision

Remote learning will be shared via Seesaw when pupils are absent due to Covid-related reasons and not necessarily to all at start of week, unless the class teacher deems this appropriate.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 & KS2 *Seesaw*, *Microsoft Teams* and *Zoom* when appropriate (also used for staff CPD and parent/carer sessions)
- Use of recorded video (or live video) for a beginning-of-day welcome, instructional videos and assemblies
- Phone calls home (where staff are present on site)

- Printed learning packs (where necessary)
- Physical materials such as story books and writing tools (where available)
- Use of other online resources such as *BBC Teach*, *BBC Bitesize*, *Oak Academy*, *TT Rockstars*, *Sumdog Maths*, *White Rose Maths*, *Classroom Secrets*, *Hamilton Trust*.

The following timetables can be found in the appendix:

Model Timetable and structure for remote learning in the event of whole-bubble closure. This will be adapted by teachers at the beginning of each week and will be as close as possible to the normal timetable in school. (Appendix 1)

Model timetable and structure for remote learning in the event of a small number of pupils self-isolating. This is a suggested structure for parents/carers to follow if their child(ren) are well enough to attempt school work at home. (Appendix 2)

Each day, work for each lesson will be set on seesaw. Some lessons will be completed online, whilst others will encourage children to complete an activity away from the screen.

Remote learning should be carried out in line with the following:

- Teacher and Pupil Code of Conduct for Phone calls, Video calls and Recorded Video (Appendix 3)

5. Home and School Partnership

Our Lady and St Hubert's Catholic Primary School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs.

Our Lady and St Hubert's Catholic Primary School has provided training for staff on use of Seesaw. Staff will also provide pupils with a refresher session on how to use Seesaw and where to find and upload work.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Our Lady and St Hubert's Catholic Primary School would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents/carers should contact the class teacher promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

We would encourage parents/carers to familiarise themselves with Our Lady and St Hubert's Catholic Primary School's e-safety policy and the e-safety resources in the COVID-19 tab on the school website, to support a healthy and balanced digital diet for pupils.

All children are expected to follow the same e-safety rules they would at school.

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

When providing remote learning, teachers must be available during their normal working hours.

If they are 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.

When providing remote learning, teachers are responsible for:

Providing contact with pupils:

- Provide contact through year group emails and Seesaw between the hours of 8.30am and 3.30pm Monday to Friday.
- Weekly phone calls of children not engaging with remote learning and fortnightly phone calls for all pupils. All calls logged on spreadsheet.
- Any concerns regarding engagement or safeguarding are reported to DSL and SLT immediately.

Setting work:

- Teachers will set tasks so that pupils have meaningful and ambitious work each day in a number of different subjects, provided in a variety of different formats
- Teachers will provide clear expectations of new content in each lesson through high quality curriculum resources or videos
- Teachers will set differentiated work for the pupils in their class each lesson and where possible, ensure individualised resources are provided, in line with outside agency guidance, for those children with additional needs
- Ensure that where remote learning cannot be accessed by a pupil due to need or ability, other provision of work packs and practical tasks are set and the necessary resources provided.
- Ensure that where remote learning cannot be accessed by a pupil due to need or ability, other provision is set and resourced appropriately.
- Ensure any concerns regarding pupils with SEND are referred through the appropriate channels to the SENDCo and any further support measures put in place.
- The work set should follow the usual timetable, including ensuring it is of equivalent length to the teaching pupils would receive in school
- Teachers will set work on seesaw and select objectives relevant to the learning
- Where only part of the bubble is self-isolating, teachers will upload work to Seesaw that has been taught in class during the day. This will be done as soon as practically possible, but no later than the end of the same working day. In this case, pupils will complete the work the following day

Providing feedback on work:

All work will be responded to as soon as practically possible by teachers or teaching assistants, but will be guided by the following:

- Work submitted during the lesson time will be responded to, as soon as practically possible.
- Where whole school or whole bubbles closure has occurred, pupils and adults may have an ongoing dialogue via seesaw and email messages, during lesson time, in which support and feedback will be provided.
- Adults will provide feedback for pupils on Seesaw for each piece of work and assess against the objectives set.
- Where only part of the bubble is self-isolating, adults will provide feedback to work

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

- If there is a concern around the level of engagement of a pupil(s) at the end of the second day of absence, teachers will inform the Pastoral Lead, Principal and Vice Principal, who will arrange for parents/carers to be contacted via phone to access whether school intervention can assist engagement.
- All parent/carer emails should come through the school office account or directly to class email addresses (details sent via email, please contact the school office if a copy is needed).
- Any concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL
- Following the code of conduct for remote learning and discussing with SMT if they feel they are unable to meet these requirements.
- In the event of a whole school closure, teachers will monitor levels on engagement via Seesaw. A programme of weekly phone calls will commence and be recorded. Children not engaging with online learning will be prioritised, with teachers establishing reasons for poor engagement. Appropriate solutions to be discussed with SLT, including providing access to digital equipment, printed resources or access to school. Decisions to be made on a case by case basis. If a parent cannot be contacted, a message will be left - if this happens twice, with no contact, details to be passed on to SLT.

Support staff:

Support staff must be available during their normal working hours. If they are 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.

When supporting remote learning, teaching assistants are responsible for:

- Supporting pupils learning
- Reply to messages through Seesaw or email to support children's learning during allocated subject time
- Take direction from the class teacher in relation to support required during a remote lesson
- Support the class teachers in providing individualised resources, in line with outside agency guidance, for those children with additional needs
- Set intervention work where appropriate on Seesaw for a group of pupils if self-isolating
- Provide where needed additional feedback through the comments box on Seesaw to work set
- Following the code of conduct for remote learning and discussing with SLT if they feel they are unable to meet these requirements

- Referring any safeguarding concerns to a DSL immediately
- During the school day, support staff may also be required to complete tasks set by a member of SLT

Senior Leaders:

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. monitoring of engagement and quality provision
- Monitoring the effectiveness of remote learning, through usual monitoring channels and processes and share this at Senior Leadership Team meetings and subsequent Staff Meetings.
- Share any adaptations to remote learning with parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy, including

IT Technician

IT technician is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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

The SENDCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the principal and other organisations to make any alternate arrangements for pupils with EHC plans
- Identifying the level of support
- Monitoring quality of work set for children with additional needs

Pupils and parents

Staff can expect pupils learning remotely to:

- Familiarise themselves with the Code of Conduct for video calls
- Log onto Seesaw at the beginning of the school day
- Check the timetable and work for each lesson throughout the day
- Complete work set by teachers
- Seek help if they need it, from teachers or learning support

- Alert teachers if they're not able to complete work

Parents can support their child's remote learning by:

- Support children in understanding the Code of Conduct for video calls
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Ensure pupils are supervised whilst at a computer or other device
- Familiarise themselves with e-safety guidelines
- Prioritise children's wellbeing and health
- Encourage child(ren) to do their best
- Be respectful when making any concerns known to staff
- Parents can support staff by respecting the protocols in place for safe and healthy working conditions for staff, particularly concerning the time of contacting staff.

Access to digital or online Learning

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support these pupils:

- Completing initial questionnaires/phone calls of children not engaging with online work, to establish how children access their learning. We ensure children can access Seesaw at home and have an appropriate device to access learning. Where pupils do not have an appropriate device, they will be applied for and distributed accordingly.
- Staff will monitor and record pupil engagement and calls will be made as necessary - staff to discuss with parents methods to help children engage in work or any technical information such as uploading and recording work.
- If children are struggling to engage online and no device is available, hard copies of work, or a place in school will be offered.

Local Governing Board

The Local Governing Board 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

7. In the event a staff member self-isolates, with no impact on class bubble

In the event that a staff member is self-isolating but their associated bubble is not self-isolating, then the following should take place:

Any pre-arranged or necessary meetings with parents/carers or outside agencies will continue to take place remotely. Staff members will conduct these from home. Staff members should discuss with SMT any difficulties with this, as soon as they know they will not be present as originally planned

Teachers will set activities for their class. If the activity set comprises of worksheets or similar, these will need to be emailed to the relevant staff for printing and distributing in school. Where staff are not present, please liaise with colleagues (including admin team and SLT) to work an alternative

Teachers should actively engage with their class as much as possible - this could be done through recorded sessions and uploaded onto seesaw. They could include any lesson delivered in school (R.E, Maths, Collective Worship, Reading etc).

When recording a lesson:

As above, when recording staff must take due care and attention to avoid any loud, disruptive or inappropriate background noise or objects.

If staff do not feel they can achieve the above, they must discuss this with SMT.

8. Links with other policies and development plans

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Emmaus Data protection policy
- Emmaus Online Safety policy - code on conduct online

We will aim to provide this provision in the event of a whole- school closure. However, each case will be assessed on an individual basis and school reserve the right to adapt this plan when necessary.

This policy reflects the DfE guidance found in *'Providing remote education information to parents'*

<https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template>

Appendix 1

Model timetable for whole-bubble closure (will be adapted by teachers to reflect in-school timetable)

Time	Activity
9:00am	Welcome session- good morning and morning prayer- see Seesaw
9:15am	Reading/Writing/Maths - set on Seesaw
10:15am	Break
10:30am	Reading/Writing/Maths - set on Seesaw
11:30am	Handwriting/Spellings/
12:00pm	Lunch (don't forget to say your prayers) followed by free time
1:00pm	R.E./Topic/Science/Physical Activity - Set on Seesaw
2:00pm	R.E./Topic/Science/Physical Activity/ Collective Worship - Set on Seesaw
3:00pm	End of day prayer and dismissal

Model timetable for whole-bubble closure - Reception (will be adapted by teachers to reflect in-school timetable)

Time	Activity
9:00am	Welcome - good morning, morning prayer, story and/or song time
9:20am	Maths (including play-based activity ideas)
10:15am	Snack and Break
10:40am	Phonics
11.00am	Handwriting/Fine Motor Skills
11:10am	Play Based Learning Activities
12:00pm	Lunch (don't forget to say your prayers) followed by free time
1:00pm	R.E./Topic/Physical Activity
1.45pm	Break
2:00pm	Play Based Learning Activities
2.40pm	Collective Worship
3:00pm	End of day prayer

Appendix 2

Model timetable for event where a small number of pupils are self-isolating, but able to access school work.

Time	Activity
8:00am	Wake up, have breakfast, get dressed, say the morning prayer
9:00am	Maths activity on Seesaw
10:00am	Short brain break - any activity that takes you away from school work
10:05am	English activity on Seesaw
11:15am	Handwriting/Spelling/Collective Worship/Reading
12:00pm	Lunch (don't forget to say your prayers) followed by free time
1:00pm	Topic, Science or RE activity on Seesaw
2:00pm	Short brain break - any activity that takes you away from school work
2:05pm	Topic, Science or RE activity on Seesaw
3:00pm	End of day prayer

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Policy has been approved and adopted by Our Lady and St Hubert's Catholic Primary School on 4th October 2023 and will be reviewed in September 2026

Signed by the Chair of the Local Governing Body for Our Lady and St Hubert's Catholic Primary School:

Mr B King

Bernard King

Signed by the Principal for Our Lady and St Hubert's

Ms O O'Beirne

Olga O'Beirne