St Mary Magdalene and St Stephen's CE Primary School

Excellence and Enjoyment for All through Christ

'I can do all things through Christ who strengthens me' **Philippians 4:13**

Remote Learning Policy

Ratified: September 2024

Review date: September 2025

Statement of Intent

As a multi-cultural church school with 'Gold' Rights Respecting schools status, we actively promote a caring, respecting and accepting environment that enables our pupils both within and beyond the classroom. "Excellence and Enjoyment for All through Christ" This is at the root of the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

A Rights Respecting School
(UN Convention on the Rights of the Child)

Article 32: You have the right to protection from work that is bad for your health or education

All Saints Partnership

Excellence and Enjoyment for All

An Introduction to All Saints Partnership

The All Saints' Partnership, comprising St Mary Magdalene & St Stephen's in Westminster, St John's Highbury Vale in Islington, and St Paul's in Hammersmith & Fulham, is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

Through our Partnership vision of 'Excellence and Enjoyment for All', we aim to provide a holistic education that fosters spiritual growth, academic excellence, and personal development. Each school is dedicated to being anti-racist institutions by promoting equity & equality, challenging discrimination and celebrating diversity in all its forms.

We believe that Collaboration is the heart of educational excellence. Combining our strengths and resources to provide innovative opportunities and an overall better quality of education for all our pupils. Together, we are stronger!

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1. Aims

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
- Provide appropriate guidelines for data protection

2. Remote Learning Plan

In the event of school closure, staff at St Mary Magdalene and St Stephen's CE Primary School will continue to provide education and support to our pupils using educational packs of physical resources as well digital learning platforms (Oak Academy, White Rose Maths, Spelling Frame, TT Rockstars, Phonics Play, Prodigy, Read Theory etc) that the children are already familiar with. This will ensure that the needs of all pupils are catered for and the transition to remote learning will be immediate.

Staff will keep in daily contact via Google Classroom and Class Dojo to provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class. Teaching and learning will be tailored, changed and updated as time progresses to reflect the developing needs of the children - including those with identified SEND.

3. Remote Learning Timetable

The Leadership and Management team of the school have agreed the following Remote Learning Timetable:

EYFS (Nursery and Reception)		Key Stage 1		Key Stage 2	
Time	Subject	Time	Subject	Time	Subject
20	Maths	45	Maths	60	Maths
15	Phonics	20	Phonics	30	Reading
20	Literacy	15	Reading	60	Writing
30	Expressive Art and Design	45	Writing	60	Foundation Subject
10	Story	45	Foundation Subject		
20	Physical Development	30	Physical Activity	30	Physical Activity

Foundation Subjects include the study of Science, Computing, Design and Technology, Art and Design, PSHE, PE, Geography and History.

Work will be submitted in the relevant area on Google Classroom or can be photographed and uploaded as a Google Document.

4. Flexibility

We realise that the circumstances in which a switch to remote learning occurs will affect families in a number of ways. In this policy we are aware of the need for flexibility from all sides:

I. Parents may be trying to work from home and so access to technology as a family may be limited;

II. Teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities;

III. Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

5. Expectations

In the case of school closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. The work that pupils engage in during a period of closure will be part of our current planning and so must not be considered optional.

6. General Principles

Remote Learning will not reflect exactly what a school day looks like and will take place die to three possible scenarios:

I. An individual student is self-isolating or in quarantine

II. A 'Bubble' group is self-isolating and working remotely

III. The whole school is working remotely

In any or all of these scenarios, we will provide learning opportunities for all of our children to ensure that they can practise basic skills within Phonics, Reading, Writing and Maths.
Where a family is in need of technology support to access learning (insufficient computer or internet access) we will provide the family with a laptop and connectivity support. Families in receipt of a school laptop must sign the appropriate user agreement.

7. Roles and Responsibilities

Class teachers	Daily core curriculum work timetabled and uploaded via online learning platform by 9am. Daily contact with students via 'registration' check-in. Weekly 'tutorial' meetings via online platform. To identify children within their phase who are not engaging with remote learning To provide feedback on work
Teaching Assistants	To support online access to remote learning To support the production of physical resources as needed To support children with SEND
Subject Leaders	To monitor coverage of curriculum areas.
Office Staff	To work remotely to support school and stakeholder communication To monitor school office email communication and telephone messages
Premises Team	To ensure the school's security is maintained in the event of a long lockdown To facilitate the safe re-opening of the school site To maintain Health and Safety features of the school during lockdown
Senior Leadership Team	To ensure equality of access to online learning, obtain computing resources and distribute as necessary To ensure standards of teaching and learning are maintained To communicate with the entire school community regularly
Phase Leaders	To monitor remote learning timetables for their phase/bubbles To support staff within their bubbles
AHT Inclusion	To support learners and their families who may need additional support and access to a modified curriculum To support teachers to meet the needs of children in their class who have specific learning needs
Designated Safeguarding Lead	To continue to be responsible for child protection and safeguarding

7.1 Class Teachers

When providing remote learning, teachers must be available between 8.40am and 3pm. 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 – see Staff Sickness Absence Policy.

When providing remote learning, teachers are responsible for setting daily work, in line with the remote learning timetable agreed with Phase Leaders. This will include daily teaching of core subjects (Phonics, Reading, Writing and Maths) and cover weekly teaching of foundation subjects.

When providing remote learning, teachers are responsible for:

- All pupils in the class being able to access remote learning which is pitched at an accessible level
- Agreed allocation and timings of subject coverage must be undertaken in line with the remote learning timetable
- Setting and distributing user names, passwords and hyperlinks to online learning platforms and content
- Uploading teaching resources

Providing feedback on work:

- Teachers must mark tasks and give feedback using online learning platform feedback facilities regularly and consistently

Keeping in touch with pupils who are not in school and their parents:

- Teachers are expected to speak directly with each child in their class who is not attending school at least once a week
- Teachers are not expected to deal with Parental concerns or complaints about the school's remote learning policy. Please refer all such emails/messages to SLT

Monitoring child/parental engagement

- If a child/parent resists engaging with their learning remotely, teachers are expected to make contact via phone and identify any obstacles
- If a child/parent continues to avoid engagement, the teacher must inform SLT and DSL immediately

Attending virtual meetings with staff and children

- Work dress code should be adhered to at all times for virtual meetings;
- Locations of virtual meetings should be in quiet, peaceful environments with no background noise and nothing inappropriate in the background.

7.2 Teaching Assistants

When providing remote learning, teaching assistants must be available between 8.40am and 3pm – or their agreed hours if part time. 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 – see Staff Sickness Absence Policy.

When assisting with remote learning, teaching assistants are expected to:

- Support individual or small groups of children by providing online learning or physical resources as directed by their class teacher
- Have access to Google classroom and Class Dojo
- TAs to receive support on How to Access Online Learning Platforms – CPD during autumn term 2020

Attending virtual meetings with teachers, parents and pupils:

- Work dress code should be adhered to at all times for virtual meetings;
- Locations of virtual meetings should be in quiet, peaceful environments with no background noise and nothing inappropriate in the background.

7.3 Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring adequate subject/curriculum coverage is planned and facilitated on remote timetables. Monitor remote learning timetables against the curriculum overviews

- Liaising with class teachers to support planning of topic work and support subject specific additional learning resources where appropriate e.g. presentations, online resources, websites etc.
- Monitoring the remote work set by teachers in their subject – coordinators to liaise with teachers to monitor quality of curriculum and standards of teaching and learning.

7.4 Office Staff

Office Staff are responsible for:

- Ensuring school telephones and office email accounts are checked regularly
- Liaising with suppliers regarding orders and payments
- Supporting teaching staff to liaise with parents and carers

7.5 Premises Staff

Premises staff are responsible for:

- Ensuring the security of the school during a period of extended lockdown
- Facilitating the safe reopening (partial or whole) of the school site
- Maintaining the Health and Safety features of the school during a lockdown so they are ready for when the school re-opens

7.6 Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – analysis of remote access and learning can be monitored via administrator access teacher logins. If full lockdown occurs, teachers will be expected to monitor their own pupils' access and will report to SLT. Leadership and Management of the school will have overall responsibility to take action with parents/carers and report to governors
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Monitoring whole school staff well-being

7.7 Phase Leaders

The Phase Leaders are responsible for:

- Supporting the staff within their bubble
- Monitoring remote learning timetables
- Ensuring children within their phase/bubble who are unable to attend school have access to remote learning
- Monitoring staff well-being in their phase/bubble

7.8 AHT Inclusion

The AHT Inclusion is responsible for:

- Supporting all children on the SEND register by monitoring that their educational needs are being met
- Facilitating contact between external agencies and children/parents where it is deemed necessary for a continuation of provision
- Giving additional support and advice to parents/carers in relation to their child accessing remote learning

7.9 Designated Safeguarding Lead

The DSL is responsible for child protection and safeguarding.

- The DSL will maintain weekly contact, in addition to teacher contact, with families who are deemed to be vulnerable or where children have been identified as being particularly vulnerable, e.g. children who are on a Child Protection Plan;
- The DSL will continue to monitor incidents recorded on CPOMS and also work in partnership with outside agencies where applicable via virtual means;
- The DSL will monitor and review the Child Protection and Safeguarding Policy Addendum as necessary in line with government and local authority guidance.

7.10 Children and Parents

The staff can expect children learning remotely to:

- Be contactable during the school day – although should not expect children to be available the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise unable to complete work
- Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of Google Classroom
- Seek help from the school if they need it
- Know they can continue to contact their class teacher as normal through contacting the school office, or a direct message on Class Dojo if they require support of any kind
- Check their child's completed work each day and encourage the progress that is being made
- Be mindful of the mental well-being of themselves and their child and encourage their child to take regular breaks, play games and get fresh air

7.11 Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure the quality of education remains high
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7.12 Who to Contact

If staff have any questions or concerns about remote learning, they should follow the usual steps as found in the Staff Handbook.

8. Data protection

8.1 Accessing personal data

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

- Use the school's agreed learning platforms
- SchoolComms or Class Dojo must be used to facilitate or circulate meeting links to parents/carers as these avenues are easily monitored.
- Remote access is provided for all staff to access school information - no sensitive data is to be taken off site or saved on personal devices.

8.2 Processing Personal Data

Staff members may need to collect and/or share personal data such as emails, phone numbers etc. as part of the remote learning system; however, this should be kept to a minimum due to SchoolComms, remote access and SIMs use where possible. 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. Always be aware of the School's Online Safety and Data Protection Policies.

8.3 Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

- Ensuring that no files are downloaded or stored onto personal devices, they should only be accessed through remote access only.
- 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

9. Safeguarding

Please see the School's updated Child Protection and Safeguarding Policy 2020 and COVID19 Safeguarding Addendum June 2020 on the School's website.

10. Monitoring Arrangements

This policy will be reviewed annually by the Executive Headteacher. At every review, it will be approved by the Executive Headteacher in conjunction with the Chair of Governors.

11. Links with Other Policies

This policy is linked to our:

- Behaviour Policy and Behaviour Policy Addendum
- Child Protection and Safeguarding Policy and COVID19 Safeguarding Addendum
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy