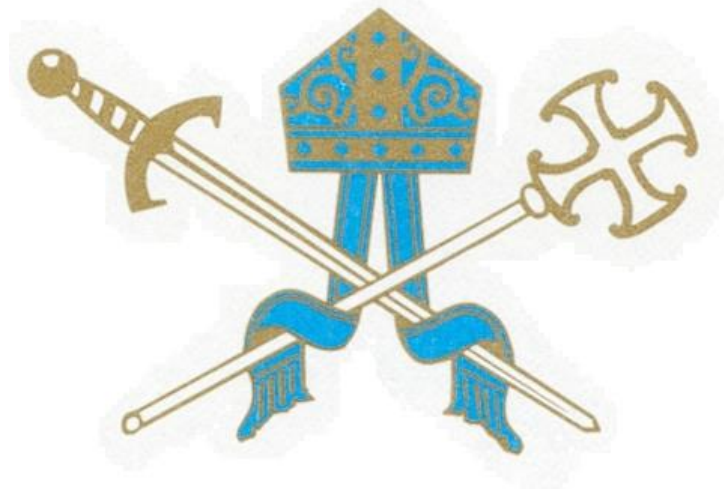


# St Thomas of Canterbury Catholic Primary School



# Remote Education Policy 2020-2021

**Approved by: The Governing Body of St Thomas of Canterbury Catholic Primary School**

**Date:**

**Last reviewed: December 2020**

**Next review due: September 2021**

## 1. Statement of School Philosophy

*St Thomas of Canterbury Catholic Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.*

## 2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including those with SEND) who aren't in school through use of quality online and offline resources.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision 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 St Thomas' 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.

Remote learning will be shared with families when they are absent due to Covid 19 related reasons. If a child is absent through being unwell either with Covid- 19 or through any other illness there is no expectation that work will be completed. As pre -Covid 19, work will not sent home to children if they are absent from school due to illness, medical appointments or for other absences (authorised or unauthorised) for family occasions.

## 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 – *Google Classroom, Evidence me, See-saw, School Website*
- Phone calls home
- Printed learning packs only when absolutely essential
- Use of [BBC Bitesize](#), [Oak Academy](#), Testbase, Method Maths & [White Rose Maths resources](#)
- A weekly timetable of work for each year group in liaison with year group partners. This will include subjects from across the curriculum.
- Model Timetable/s and structure for remote learning – these will be made available on the class pages of our school website.
- Curriculum resources – these will be made available by school staff within the Google Classroom/Seesaw/Evidence Me environments.
- [End User Agreements for Google classroom](#)

## 5. Home and School Partnership

St Thomas of Canterbury Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning may look different for different families in order to suit their individual needs.

St Thomas of Canterbury Primary School will provide links to online training and induction for parents on how to use Google Classroom as appropriate and where possible, provide personalised resources.

As it is beneficial for young people to maintain a regular and familiar routine, we would recommend that each 'school day' maintains structure – the provided timetable should support this although this can be applied flexibly to suit your family's needs.

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 should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

Contact should be polite and encouraging. Teachers must adhere to the school's email policy and will not give out any personal details. Any concerns should be forwarded to the Class teacher initially, if concerns remain after this has been done then the Year Group Lead teacher should be contacted. After this if it is felt that concerns have not been addressed then the next step will be our Assistant Headteachers; Mrs Smith for EYFS/ KS 1 and Miss McAnally for KS 2 who may choose to contact the parent directly. The final point of contact will be Mrs Ward.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

## 6. Roles and responsibilities

### Teachers

*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.*

St Thomas of Canterbury Primary School will provide a refresher training session and induction for new staff on how to use Google Classroom.

When providing remote learning, teachers must be available between 8.45am – 3.30pm.

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. The school will endeavour to provide work in the absence of a class teacher, however, in times of high absence this may not be possible.

When providing remote learning, teachers are responsible for:

- Setting work:
- Teachers will set work for the pupils in their classes.
- The work set should follow the usual timetable for the class had they been in school, *wherever possible*.

- All Teachers will be setting work on *Google Classroom KS2, Seesaw KS1, Evidence Me EYFS (Parent Portal)* or the school website.

### **Providing feedback on work:**

Teachers will provide feedback to children once each child has submitted their work via the relevant platform. This should be done as soon as possible after the child has submitted the work. Pupils should submit their work between the hours of **9.00am and 3:30pm**. The work should be marked following the School's Marking Policy wherever possible and should be acknowledged accordingly by sending back any marked work or comments.

- All curriculum tasks should be submitted by 3.30pm and teachers will endeavour to comment before the next task is set.
- Or as per the our Marking policy.
- School staff will keep in touch with pupils and their parents who are not in school due to Covid -19 self-isolation
- If there is a concern around the level of engagement of a pupil/pupils, parents should be contacted via phone or email to assess whether school intervention can assist engagement. If a week has gone by and no contact has been made by the child or parent in regard to work being set, then the teacher should contact the parent/carer via phone and/or through email/parentmail to "touch base" and ensure everything is 'on track'. If there is no contact forthcoming from the parents, the Designated Safeguarding Leads must be informed and they will contact the parent by phone to check everything is well.
- All parent/carer emails should come through the school admin account ([admin@stthomasofcanterbury.thurrock.sch.uk](mailto:admin@stthomasofcanterbury.thurrock.sch.uk))

For any safeguarding concerns, refer immediately to any of the schools three Designated Safeguarding Leads - Mrs Smith, Miss McAnally (Assistant Headteachers) or Mrs Ward, Headteacher.

### **Teaching Assistants, Learning Support Assistants or Teaching and Learning Assistants**

All support staff must be available to work their paid working hours, however, in order to meet the different requirements imposed as result of pupils and staff needing to self- isolate or due to Lockdown there may need to be flexibility in how these hours are allocated.

- 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.
- During the school day, all support staff must complete tasks as directed by their class teacher, SENCo or SLT, which may involve:
  - Supporting pupils with learning remotely.
  - When requested by the SENCO, attending virtual meetings with teachers, parents and pupils.

### **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including regular monitoring of engagement.

- Monitoring the effectiveness of remote learning – this will be done through regular meetings with teachers and subject leaders, reviewing work set or seeking feedback from pupils and parents.
- Monitoring the security of remote learning systems alongside the Network Manager, including data protection and safeguarding considerations.

### **Designated safeguarding Leads**

The DSLs are responsible for managing and dealing with all safeguarding concerns. For further information, please see the [Child Protection Policy](#).

### **IT Network Manager:**

The Network Manager 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
- Assisting pupils and parents with accessing the internet or devices

### **The SENCO**

Liaising with the Network Manager 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 headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

### **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/support staff
- 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 – if you know of any resources staff should point parents towards if they're struggling.
- Be respectful when making any complaints or concerns known to staff

### **Local Governing Body**

The Local Governing Body is responsible for:

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

## 7. Links with other policies and development plans

This policy is linked to our:

- [Safeguarding information](#)
- Behaviour policy
- [Child protection policy](#)
- Data protection policy and privacy notices
- E- safety acceptable use policy
- End User Agreements for Google classroom
- Remote Learning Marking Policy