

**We follow in the footsteps of Jesus as
we live, love and learn together.**



Remote Learning Policy

This policy will be reviewed regularly and re-presented to The Governing Body as appropriate if significant changes are made.

Signature: A Crist

Date: February 21

Chair/Vice of Governors Signature: T McCaul

Date: February 21

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1. Aims

This remote learning policy for staff aims to:

- This Remote Education Policy aims to:
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Set out expectations for all members of the school community with regards to remote learning
- Provide clear expectations members of the school community with regards to delivery 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

2. Roles and Responsibilities

2.1 Teachers

When providing remote learning, teachers will be available between 8:30 and 3:30.

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.

When providing remote learning, teachers are responsible for: **(Please see Appendix 1)**

➤ Setting work

- Nursery – Up to 2 hours.
- Reception – Up to 3 hours
- Key Stage 1 – A minimum of 3 hours quality work daily
- Key Stage 2 – A minimum of 4 hours of quality work daily
- Work, timetable and website links will be uploaded to children's portfolios on Class Dojo
- Work packs will be available to collect from the school office in a socially distanced way for children who do not have access to the internet.

› Providing feedback on work

- Online work to be uploaded to children's portfolio on Class Dojo. This can be a picture, worksheet, video, voice note or drawing.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Feedback will be given daily or as soon as reasonably possible after work has been submitted through Class Dojo.
- Feedback will be given in the form of liking and commenting on work, returning work as a draft if any corrections are to be made along with an explanation, providing further help through messaging feature and voice notes.
- Children who are working from paper packs can hand completed packs into the school office for feedback or upload photographs of their work onto Class Dojo.

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

If no communication through dojo contact, dojo, email, phone

- Teachers will be available to contact between 8:30 and 3:30 through Class Dojo, Lockdown email lockdown@stluke.knowsley.sch.uk or phoning the school office.
- Complaints or concerns shared by parents and pupils should be reported to SLT through the normal channels including CPOM's. For any safeguarding concerns, refer immediately to DSL.
- If there is a concern around the levels of engagement from a pupil e.g. failing to complete work, class teacher should phone parent/guardian and child to offer support and assess whether a school intervention can assist
- . The mental health and well-being of the child is paramount and every effort should be made to reengage children.

If teachers will also be working in school, remote learning and provision will be taken over by a qualified adult for their class. For key worker groups still attending school, iPad's and headphones will be supplied to continue with remote learning under the supervision of staff.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30 – 3:30.

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

When assisting with remote learning, teaching assistants are responsible for:

- Undertaking tasks directed by SLT/Class teachers.
- Supporting Key Worker groups

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads 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

- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

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

2.6 Home School Partnership

Staff can expect pupils learning remotely to:

- Be contactable during the school day –
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- 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

2.7 Additional support with pupils with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

In this section, please set out briefly:

- Work will be differentiated where possible in order to meet every child's needs
- SENCo, Teacher and teaching assistants will provide resources and strategies to support parents and carers at home

2.8 Governing board

The 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

3. Data protection

3.1 Accessing personal data

Please refer to Data Protection Policy.

3.2 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 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

4. Safeguarding

Please refer to Child Protection and Safeguarding Policy

5. Monitoring arrangements

This policy will be reviewed as and when government guidance around Covid-19 changes by Senior Leaders. At every review, it will be approved by the full governing board.

6. If my child does not have digital or online access at home, how will you support them to access remote education?

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

- We have a number of laptops available for you to loan from school. We have already contacted our families to offer support but please contact school if you require further support.
- If you have no access to the internet or a device and school cannot support you in this, we will prepare paper packs to be collected or posted.

(Appendix 1)

Contingency Plan for the education of all pupils at St Luke's during Covid-19

Step 1: If someone in a household has COVID symptoms, parent/carer contacts school to notify of self-isolation / waiting on a test.

In the case of a positive COVID 19 test result for a child attending St Luke's, please contact school as soon as possible to inform them of this. If test results are confirmed out of school hours, please email lockdown@stluke.knowsley.sch.uk at the earliest opportunity.

Step 2: Office will ask if Class Dojo is accessible from home, if not, hard copies of work will be arranged to be sent home.

Step 3: Work will be set by the class teacher to begin on the second day of absence.

Scenario 1: Individual child and/or siblings are off while waiting for test results/ self-isolating but the rest of the class bubble are in school.

- Class teacher will make contact and set work through Class Dojo to begin on the second day of absence.
- Learning resources provided will be in line with what their peers are learning in school
- Online links to materials, such as White Rose maths videos, will be shared through Dojo
- Feedback will be given through Class Dojo daily or as soon as reasonably possible.
- Hard copies of work will be arranged to be sent home if you do not have access to Class Dojo.

Scenario 2: Where the whole class is self-isolating due to a positive COVID-19 test (including staff) or a local/ national lockdown.

- Lessons shared with children will follow the teaching sequence and timetable that they follow in school.
- Work will be set through Class Dojo with feedback given daily or as soon as reasonably possible.
- If the class teacher is self-isolating or has tested positive for Covid-19 and is unable to provide work for the class, a qualified member of staff will assist with the online learning.
- Work will be uploaded regularly each week.
- Teachers will be available each day to communicate with their class.
- Below is a suggested timetable for managing children's work through the day.

Remote Timetable				
Nursery	Up to 2 hours daily			
Reception	Up to 3 hours daily			
	English/Reading/Phonics	Maths	Foundation	
KS1	1 hour	1 hour	1 hour	
	English	Maths	Reading/Phonics	Foundation
KS2	1 hour	1 hour	30 minutes	1 hour 30 minutes

Remote Learning Package

	Class Dojo (updated daily)	Paper (2 week pack)	Additional Resources
Nursery	Activities to engage children for all Areas of Learning Keep communication up with families	Activities to engage children for all Areas of Learning Keep communication up with families	
Reception – Year 2	WhiteRose maths activity. Phonics – Read, Write Inc (link on Class Dojo) National Oak lesson/ Literacy Tree An activity chosen by the teacher for another subject Daily reading	Reading Book (if not already at home) WhiteRose maths worksheets Phonics sheet Handwriting sheets Grammar (Year 2) Wider Curriculum activities	Teach your monster to read Maths Frame Spelling frame BBC Bitesize Nessy
Year 3 – 6	WhiteRose Maths video and activity Phonics – Read, Write Inc (link on Class Dojo) National Oak lesson/ Literacy Tree Daily reading logs Reading Book (if not already at home) Wider Curriculum activities	Reading Book (if not already at home) WhiteRose Maths worksheets Grammar worksheets Wider curriculum activities	Teach your monster to read (year 3) TT Rockstars Nessy Prodigy maths SPaG.com BBC Bitesize Maths Frame

If your child will not engage in home learning tasks.

If this happens, we would urge parent/carers to contact school via telephone, Class Dojo or email lockdown@stluke.knowsley.sch.uk. A member of staff will contact you to discuss barriers to learning. This will be done via telephone conversations. We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Class Dojo activities can be completed by the child at any time of the day, at a time suitable for the family.

The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing and communicate with us if there are any issues.

Communication

You can contact school through the usual channels of communication including the school office, lockdown email lockdown@stluke.knowsley.sch.uk or directly to your child's teacher through the messaging feature on Class Dojo. Teachers will be available between 8:30 and 3:30 and every effort will be made to respond to enquiries that day or by the end of the next working day.

Children who are unable to access remote learning from home

Children who are unable to access remote learning online will be provided with a weekly work pack that can be collected or posted out on request if need be. Parents can send pictures of their child's completed work for feedback.