



Remote Education Policy for SRSCMAT Schools

1. Statement of Philosophy

The St Ralph Sherwin Catholic Multi Academy Trust strives to be creative and innovative, helping schools to devise robust digital support plans to further support parents and children across the 25 schools within its family. The Trust's Strategic Plan has 5 core aims, within which there is recognition of the importance of remote learning in the current climate of Covid-19, taking into account national and local contexts.

At St Joseph's CVA, our home learning policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Our home learning policy is to ensure that this curriculum provision can continue should a child have to stay at home or school should have to close for any reason. The purpose of any home learning is to be meaningful, as a result improving learning. Home learning can take the form of online activities, paper based projects, and spiritual activities. Our approach is inclusive and we strive for children of all abilities to achieve.

The home learning policy is a live document, reviewed regularly to improve provision at home and to remain up to date with government guidance.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning, through use of quality online and offline resources and teaching videos, for all pupils (including those with SEND) who are not present in school
- Provide clear expectations to members of the school community with regards to the delivery of high quality, interactive remote learning, and where possible, live online teaching
- Support the continuous delivery of the school curriculum, as well as motivation for learning, PSHE (Personal, Social and Health Education) and Well-Being, as well as helping parents when children are learning from home



- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families, including a focus on attendance

3 This policy is applicable when:

- A child is absent because s/he is awaiting test results and the household is required to self-isolate, where the rest of the school bubble is attending school and being taught as normal
- A child's whole bubble is not permitted to attend school because s/he, or another member of the bubble, has tested positive for Covid-19
- An emergency, for example, significant damage to the school building causes the closure of the school building.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Phone calls home
- School website
- Tapestry FS2
- Active learn
- Read Theory
- Google meet/classroom
- Century learning platform KS2
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of Century Tech, BBC Bitesize, Oak Academy

The detailed remote learning planning and resources to deliver this policy can be found here:

<https://www.stjosephscatholicpri.co.uk/class-pages/>

- Model Timetable and structure for remote learning
- Bite-size Training resources on the SRSCMAT [Spongy Elephant](#) subscription
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video



5. Home and School Partnership

- ST JOSEPH'S CVA is committed to working in close partnership with families and recognises that each family is unique; because of this, remote learning may will look different for different families in order to suit their individual needs.

St Joseph's CVA will provide a refresher online training session and induction for parents on how to use Google Classroom as appropriate and, where possible, provide personalised resources.

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 engage with good levels of concentration.

We recommend that a separate user profile for each child is created on home devices to ensure any files (word processed documents, presentations etc.) are kept safe and secure. Where you have been provided with a username/email and password for your child, please always encourage them to use these credentials when completing any work. Please do not share these credentials with anyone, including other children in the family.

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-by-case basis.

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

6. Roles and Responsibilities

The Trust

The Trust is responsible for:

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Directors of Performance and Standards (DoPS) are responsible for:

- Monitoring and quality assuring home learning
- Ensuring schools are equipped to deliver a high-quality remote learning offer



- Advising and supporting Headteachers and staff during periods where remote learning is necessary

Local Governing Board (LGB)

The LGB 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

Designated Safeguarding Lead (DSL)

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

Senior Leaders

Alongside any teaching responsibilities, the Headteacher and senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – by moderating task set, discussing expectations with staff members moderating the standard of work produced
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

The SENCO

- Liaise with parents to ensure they are able to facilitate home learning activities for their children
- 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 headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.

Teachers

St Joseph's CVA will provide a refresher training session, online training on google classroom, century and induction for new staff on how to use Microsoft Teams, google meet.

If they are unable to work for any reason during a time of school closure, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

If teachers are self-isolating and well, they are expected to teach remotely.

When providing remote learning, teachers are responsible for:

- Set up home learning tasks for their class
Make daily contact with their class through google classroom (during school/bubble closure)
- Ensure the children know how to access work set
- Ensure home learning is set consistently and children are aware of the expectations
- Moderate home learning and give feedback
- Make regular contact with parents to ensure home learning is taking place
- Update activities set on a weekly basis
- Adhering to this policy at all times during periods of remote learning
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Adhering to the Staff Code of Conduct at all times



Teaching Assistants

Teaching assistants must be available during their usual 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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

Office Staff

Updating attendance figures/ information.

Liaison with parents re the options for accessing learning for pupils at home.

Pupils and parents

Staff can expect pupils learning remotely to:

- Take ownership of their learning, working hard to achieve their targets.
- Complete home learning task set to the same standard that they would in school
- Respond to teacher feedback.
- Adhere to this policy at all times during periods of remote learning.
- Reporting any technical issues to their teacher as soon as possible.
- Ensure they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it via the school helpline email helpline@st.josephsderby.co.uk
- Be respectful when making any complaints or concerns known to staff



Home Learning Expectations

ES2

In Foundation Stage the children will be provided with weekly challenges that will encourage them to explore the outside world around them and evidence on Tapestry.

Our home learning expectations will be shared on our class page on our school website.

Children will be provided with phonics videos, either of their class teachers via Tapestry or links to the relevant DfE funded lessons online.

Children will be guided to online reading books at the appropriate level.

Maths work will be set via Tapestry via either a video or a link and a challenge.

For English work, links to stories will be provided on Tapestry, either a teacher video of a story being read followed by a challenge, or a link to a story video online and a written challenge.

RE prayers and a weekly activity will be available on our class page on our school website.

We will request for learning to be uploaded by parents onto Tapestry and teachers will give individual feedback on each post.

KS1

In key stage 1 the children will be set, reading, writing and maths activities plus one other subject daily. Work expectations will be shared with children via their class pages on the school website.

Reading will be supplemented with online books and activities on bug club (Active learn) A GCP reading comprehension book will be sent home with each child.

In addition to Maths teaching videos and worksheets, provided by the teachers, Maths TT Rockstars can be used to practise learning times tables.

RE – Daily prayers and weekly assemblies will be shared with children on their class pages. One RE activity will be set each week.

Work can be completed in the children's homework book or on paper. Photographs of children's written work can be sent to the teacher's gmail address for teacher to give individual feedback.

KS2

In key stage 2 the children will be set, reading, writing and maths activities plus one other subject daily.

Work expectations will be shared with children via their class pages on the school website and in google classroom.



English, Maths and Science lesson will be set on the Century learning platform or via google classroom

Reading will be set on Century, Read Theory along with home reading books sent home.

RE – Daily prayers and weekly assemblies will be shared with children on their class pages. One RE activity will be set each week

Topic lessons activities will be set on the class website page or via google classroom

An activity checklist will be put on the class page and google classroom so that parents and children know what work is set and where to find it.

All written home learning must be completed in the child's homework book.

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding Policy and procedures
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy