



# **St. Anne's CE Primary and Nursery School**

## **Remote Learning Policy**

**Reviewed and updated**

**September 2020 (Mrs. L. Sixsmith)**

# Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves  
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



## Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

**Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.**

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

## **Why are we here? These are our values:**

### **Loving God with all of our heart**

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

### **Loving God with all our soul**

We want to nurture the spiritual life of everyone in our school family recognising that "spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force." Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

### **Loving God with all our mind**

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

## **How then do we live? All of this shapes our school life.**

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

## **1. Aims**

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## **2. Roles and responsibilities**

### **2.1 Teachers**

When providing remote learning, teachers will be available between 8.30am and 4pm

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:

- Setting work:

#### ***For single children isolating:***

- *Each teacher will provide a pack of work (master copies to be left in the school office) that can be compiled to give to a child in the event of self-isolation. The work may differ slightly to that which is being delivered in school at the time but will still cover the key objectives for that year group.*
- *The English work will focus on spelling, grammar and punctuation as well as reading comprehensions. The Maths will cover core arithmetic concepts as well as areas recently covered in class so that the child can consolidate their learning.*
- *This work can be emailed through to class teachers or the physical pack returned upon completion of the isolation period. This will allow the teacher to review what has been done.*
- *The child should be provided with a short 'catch up' intervention upon returning to school covering the aspects that they have missed. This will mostly likely be delivered by a TA who will work on targets set out by the class teacher.*

#### ***For whole class/school isolation:***

- A piece of English and Maths a day will be provided as well as a foundation subject. The work for English and Maths should reflect the teaching that would have taken place in school for that period and each should last around 30-45 minutes.
- The work will be set via the DB Primary platform and the tasks will be available from 8am each day. Additional guidance on how to complete the work will be provided.
- The parents may also be informed via the texting/email service used by the school. Parents need to ensure that school have an up-to-date email and mobile number to help facilitate this.

- Work should be completed on DB Primary and sent back to the class teacher for marking and feedback.

➤ Providing feedback on work:

- Children (with support from parents if required) should use DB Primary to return completed tasks to their class teachers, so that feedback can be given.
- Teachers will provide feedback on the work that is sent through by the children although it will not match the format used in school (ie marking codes). Instead, general comments, directed to the child, will be given relating to the work they have done and areas they could improve (if relevant).
- Teachers will give feedback to completed work within 24 hours of it being submitted.

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

- Teachers should make themselves available via work email to respond to any queries from parents as and when. Teachers should make contact with any pupil that they haven't 'interacted' with over the course of a week to check if school can support them in any way with their remote learning.
- Teachers will respond to emails within 24hrs except over weekends and holidays.
- Complaints or concerns by parents and pupils should be shared with the Head Teacher and Governing Board. For any safeguarding concerns, refer to the safeguarding section
- The majority of curriculum content will be accessible through the CGP workbooks sent home with children. This should negate most issues to do with access to online learning.
- In the event of receiving no work from a child over the course of the week, a welfare call should be made by the teacher to check if anything can be done to help facilitate their learning.

➤ Attending virtual meetings with staff, parents and pupils:

- Location (e.g. avoid areas with background noise, nothing inappropriate in the background)

## 2.2 Teaching assistants

When supporting remote learning, teaching assistants must be available between 8.30am and 4pm. 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 supporting remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning:
  - Which pupils will need support
  - How they should provide support
- Attending virtual meetings with external agencies, teachers, parents and pupils if previously scheduled.

### **2.3 Subject leads (including SENDCO)**

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children
- Consider how approaches to remote learning are integrated into the wider curriculum design
- 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 reasonable and age-appropriate
- Monitoring the work set by teachers in their subject, such as through regular meetings with teachers or by reviewing work set
- 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
- Understanding how approaches to remote learning are integrated into the wider curriculum design
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or using feedback from pupils and parents

Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **2.5 Designated safeguarding lead**

The DSL is responsible for ensuring adherence to KCSIE Policy

### **2.6 IT staff / Computing lead**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they may experience
- 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

## **2.7 Pupils and parents**

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 are unable 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
- Be respectful and timely when making any complaints or concerns known to staff

## **2.8 Governing Body**

The governing body is responsible for:

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

## **3. Who to contact**

If staff have any questions or concerns about remote learning, they should contact

- Issues in setting work –relevant subject lead or SENDCO
- Issues with behaviour –relevant teacher or senior leader
- Issues with IT –IT staff /Computing leader
- Issues with their own workload or wellbeing – Head teacher or line manager
- Concerns about data protection –data protection officer
- Concerns about safeguarding –DSL

## **4. Data protection**

### **4.1 Accessing personal data**

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

- How they can access the data, such as on a secure cloud service or a server in the IT network

➤ Which devices they should use to access the data -Acceptable Use

#### ➤ **4.2 Processing personal data**

Staff members may need to collect personal data, such as email addresses, as part of the remote learning system.

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

#### **4.3 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 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

#### **5. Safeguarding** [Link to Safeguarding Policy](#)

#### **6. Monitoring arrangements**

This policy will be reviewed termly by the HT and SLT. At every review, it will be approved by [the full governing board/Performance and Curriculum Committee.

#### **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy