

SACRED HEART HIGH SCHOOL



REMOTE LEARNING POLICY

JANUARY 2021

To be reviewed January 2022

*This Policy should be read in conjunction with
all other Sacred Heart High School Policies*

Contents

	Page	
1	RATIONALE	3
2	COMPONENTS OF THE REMOTE LEARNING PLAN	3
	2.1 Overall provision	3
	2.2 Some examples of our remote teaching approaches	4
	2.3 Curriculum	4
3	STAFF ROLES AND RESPONSIBILITIES	6
	3.1 Teachers	6
	3.2 Learning Mentors	7
	3.3 Heads of Department	7
	3.4 Year Team Leads	7
	3.5 SENCO	7
	3.6 Pastoral Support Managers	8
	3.7 Senior leaders	8
	3.8 Designated Safeguarding Lead	8
	3.9 IT staff	9
	3.10 Governing board	9
4	DATA PROTECTION	9
	4.1 Accessing personal data	9
	4.2 Processing personal data	9
	4.3 Keeping devices secure	9
5	LINKS WITH OTHER POLICIES	10
6	WHAT IS REQUIRED AT HOME	10
7	EXPECTATIONS OF THE PUPILS	10
8	WHAT PARENTS/CARERS CAN DO TO HELP	11
9	ACTIONS FOLLOWING A LACK OF ENGAGEMENT	11
10	RATIFICATION	11

1 RATIONALE

Our remote learning plan has been developed with our pupils and their families in mind. We believe that this strategy will work best for the pupils at our school. We recognise that we cannot replicate all the elements of face to face teaching remotely and therefore teachers will focus on the key elements which support highly effective teaching and learning in the virtual classroom.

Our approach is based on our own experience in the first national lockdown, best practice research and DFE guidelines.

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

These combined, suggest that flexibility and variety in approach supported by both synchronous 'live teaching' (where a teacher teaches online with the class present in real time) and asynchronous learning (learning which is guided and supported and allows time for independent assessment and review) is most effective in terms of pupil learning and outcomes.

Teachers will also focus on regular assessment and feedback and maximising opportunities for pupils to work with one another. These aspects combined together will build pupils' understanding about how they learn best, develop confidence, self - regulation and independence which are the characteristics of High Performance Learning.

The school will work in partnership with parents and carers to provide support to ensure that any technological barriers which impact an individual pupil's ability to access remote learning provision are removed.

A summary of our remote learning plan is below. Specific plans may differ depending on the subject. Where this is the case, teachers will be in touch with more information. Please be aware that we as a school, as with other schools nationally, are experiencing staff shortages as we continue to feel the impact of the coronavirus pandemic. Where a teacher is unavailable because of illness or other reasons, the Head of Department or senior line managers will post a message to the classes affected to inform them that their teacher is absent, making this clear and the resources/activities set for the class.

2 COMPONENTS OF THE REMOTE LEARNING PLAN

Please also refer to infographic on page 5.

2.1 Overall provision

Flexibility and variety in approach supported by both synchronous and asynchronous learning is most effective in terms of pupil learning and outcomes when teaching is remote.

Our provision will therefore comprise:

- Five hours learning provision each school day.
- A combination of synchronous (live) and asynchronous learning.
- Live lessons will be prioritised for examination classes, though KS3 pupils can also expect live teaching as well as pre-recorded videos and follow up activities, assessments and review.

- Individual teachers will let pupils know which lessons will be live. Subject teachers will work with the whole class during scheduled live lessons or smaller groups as needed.
- Live lessons will include live streaming as well as video conferencing.
- Pupils will be provided with the resources they need to support their learning via Google Classroom.
- Regular feedback will be provided for all pupils both informal and formal through a variety of means – quizzes, tests, assessments, verbal comments and text.
- Live lessons may be recorded to ensure all pupils can access the learning if needed at a later time, for example if they are absent. Where a live lesson is being recorded by a teacher they will inform the class at the beginning of the lesson.

2.2 Some examples of our remote teaching approaches

- Live teaching (online lessons).
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Resource packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books pupils have at home.
- Commercially available websites and resources supporting the teaching of specific subjects.
- Guided project and/or internet research activities.

2.3 Curriculum

Teachers will continue to teach a planned, broad and sequenced curriculum in each subject. In some subjects such as PE, Art, DT and music adaptations have been made to support the transition to remote learning.

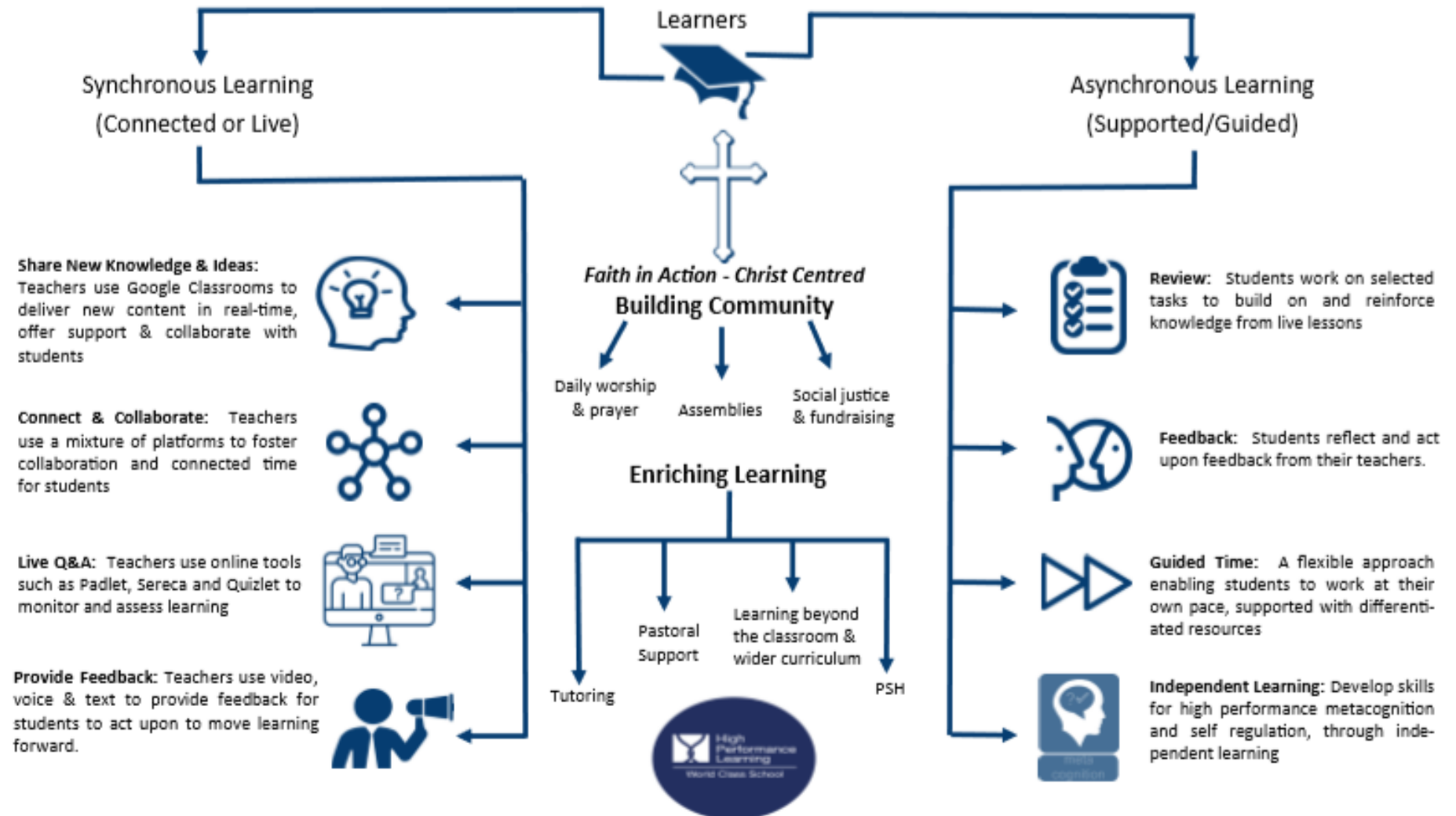
Pupils can expect to be taught new content and skills which will be assessed by teachers to determine their progress.

Teachers will continue to differentiate for individual pupils or groups adjusting the pace and difficulty of what is being taught in response to assessments, age, stage of development and special educational needs.

Rigorous monitoring procedures are in place on a daily basis to track pupil engagement with their learning.

We work together to bring one another to an awareness of the fullness and meaning of life, rooted in the love of God.

We are a community of faith and learning based on the gospel of Jesus Christ, his values and teachings. Through our blend of real time and self-regulated learning, we offer a balanced approach, enabling teachers to focus on developing each individual pupil, ensuring they reach their potential and develop the skills of a high performance learner.



3 STAFF ROLES AND RESPONSIBILITIES

3.1 Teachers

When providing remote learning, teachers must be available between 8.15am and 3.05pm

If teachers 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 **usual absence procedure**:

- Emailing the member of the senior leadership team responsible for cover and their line manager before 7.30am outlining the reason for absence and setting work for their classes

When delivering remote learning, teachers are **responsible for**:

- Planning, teaching, monitoring and assessing the work and progress of their allocated classes, groups or individual pupils
- Providing support for pupils in their classes and as directed by their line managers.
 - Ensuring that the amount of work set is age and stage appropriate and is a combination of synchronous and asynchronous learning
 - Uploading resources to google classroom in a timely manner.
 - Liaising with other school staff where necessary to ensure consistency in approach to remote learning across the department/year group and to make sure pupils with limited access to devices can still complete work.
- Providing feedback on work:
 - Teachers should inform pupils which pieces of work uploaded to google classroom will be assessed/given feedback on with clear timelines for submission.
 - Feedback will be given during live lessons and on identified assessed pieces of work. Teachers will use a variety of online tools to support this.
- Keeping in touch with pupils who are not in school and their parents:
 - Teachers will keep in regular contact with pupils via identified online lessons, posts and resources in google classroom and feedback on learning and progress.
 - Teachers will inform parents/carers by email where there are unexplained absences from Google Classroom or pupils fall behind with work. This will also be shared with line managers for monitoring purposes.
 - Pupils should be offered support strategies should they fall behind with work and opportunities to revisit learning, for example, via recorded lessons or other resources.
 - Teachers should forward to their Line Manager any concerns shared by pupils or parents.
 - Teachers should follow the procedures outlined below in the safeguarding section for any safeguarding concerns.

3.2 Learning Mentors

When assisting with remote learning, learning mentors must be available between 8.30am and 4pm.

If learning mentors 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 **usual absence procedures**:

- Emailing the member of the senior leadership team responsible for cover and their line manager before 7.30am outlining the reason for absence.

When assisting with remote learning, learning mentors are **responsible for**:

- Supporting pupils who are not in school with learning remotely as well as pupils who may be on site.
- Pupils with special educational needs or who have an Education and Health Care Plan as directed by the SENCO

Support for pupils may be provided in a variety of ways;

- One to one mentoring reviewing learning and supporting the organisation of online learning
- Support as part of an online lesson
- Working in school with small groups of pupils or on a one to one basis
- Attending virtual meetings with teachers, parents and pupils
- Ensuring they are appropriately dressed following the school's dress code
- Ensuring the location of their online teaching is appropriate and avoiding any background noise or interruptions

3.3 Heads of Department

Alongside their teaching responsibilities, heads of department are responsible for ensuring subject staff:

- Continue to teach a planned and sequenced curriculum in each subject.
- Make necessary adaptations to the curriculum to support remote learning.
- Ensure rigorous monitoring procedures are in place on a daily basis to track pupil engagement with learning in their subject

3.4 Year Team Leads

Alongside their teaching responsibilities, year team leads are responsible for:

- Supporting tutors in monitoring the engagement of their tutees
- Working with pupils and parents to implement strategies to support and reengage pupils in their year group who have disengaged in a range of subjects

3.5 SENCO

Alongside any teaching responsibilities, the SENCO is responsible for:

- Supporting teaching staff in ensuring that pupils with SEN have the necessary resources and tools to access online learning effectively.
- Monitoring the progress and engagement of SEN pupils and liaising with the relevant staff, parents and pupils where necessary to support the implementation of strategies to maximise engagement.

3.6 Pastoral Support Managers

Pastoral support managers are responsible for:

- Ensuring regular contact (through phone calls and where appropriate online meetings) and support for pupils identified as vulnerable and at risk.
- Liaising with parents/carers, social care and other external organisations and agencies to support the wellbeing and safety of pupils.
- Liaising with relevant staff at each stage to ensure they are kept up-to-date with identified pupils wellbeing, work with external agencies and any factors which impact pupils' engagement with their learning.
- Carrying out their safeguarding duties in line with their role as Deputy Designated Safeguarding Leads.

3.7 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Monitoring the effectiveness of remote learning provision regularly through subject line management, opportunity for stake holder feedback and reviewing work set.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Sharon O'Donovan Associate Headteacher is responsible for coordinating the remote learning approach across the school

3.8 Designated Safeguarding Lead

All staff must continue to act immediately on any concerns they have about a child. It is still vitally important to do this, both for children still attending school and those at home. **Please report any concerns using 'Safeguard' <https://app.safeguard.software/auth.asp?page=login> and contact DSL using contact details below.**

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Sharon O'Donovan Associate Headteacher	associatehead@sacredh.lbhf.sch.uk
Operational DSLs	Bhavna Sharma KS3 Christiana Davis KS4	bsharma@sacredh.lbhf.sch.uk cdavis@sacredh.lbhf.sch.uk
Headteacher	Marian Doyle Headteacher	head@sacredh.lbhf.sch.uk

3.9 IT staff

IT staff are responsible for:

- Fixing issues with Google Classroom
- Helping staff and parents with any technical issues they are 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

3.10 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

4 DATA PROTECTION

4.1 Accessing personal data

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

- Access the data via the secure cloud service Edulink1

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. 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.

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 LINKS WITH OTHER POLICIES

This policy is linked to our:

- Learning & Living in a Sacred Heart Community (Behaviour Policy)
- Supporting Children with Health Needs who Cannot Attend School
- Child Protection Policy and coronavirus addendum to our Child Protection Policy
- Data Protection Policy and privacy notices
- ICT and Internet Acceptable Use Policy

6 WHAT IS REQUIRED AT HOME

Our pupils will need a quiet space where they can work without interruption.

Our digital platform to access learning is Google Classroom. Pupils will need a device to access this e.g. a device that can access the internet, such as a laptop, desktop computer, tablet or smartphone.

Pupils will need to use their exercise book/notebook to record learning in each subject.

Parents and carers will be asked to notify the school as soon as possible if their child does not have any of the above, so that support can be provided by the school.

7 EXPECTATIONS OF THE PUPILS

It is important that pupils engage with home learning to ensure that they maximise their progress during this time.

Pupils should do this by:

- Logging into to registration on Google Classroom every morning at 8.25am. This will provide an opportunity for her to be registered, but also to make contact with her tutor and peers, participate in morning worship and be kept up to date with any messages and updates for their year group. She should follow their usual subject timetable (this includes PSHE). Note: pupils should follow the Covid 19 timetable for their year group put in place in September 2020.
- Participating actively in on line lessons and completing tasks set in a timely manner.
- Asking for help if she needs it.
- Adhering to our acceptable use agreement and behave appropriately online. Any misbehaviour online will be subject to the school's behaviour policy.

Pupils should:

- Be contactable by staff during the school day – although we recognise they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

8 WHAT PARENTS/CARERS CAN DO TO HELP

The school appreciates how difficult and challenging the current circumstances are for everyone. Parents and carers should however please make the school aware if their daughter is sick or otherwise can't complete work – **reporting absence** in the normal way.

We do not expect parents to watch their daughter all day, and we do not expect parents/carers to get involved in remote lessons in place of our teachers.

It would however be helpful if parents and carers could take an active role in their daughter's learning by asking them about their day and what work they've done.

- Encourage your daughter to be ready and dressed for the start of the school day, and to keep to their timetable.
- Distinguish between weekdays and weekends, and make it clear when the school day is over, to separate home and school life.
- Plan breaks and exercise into the day.

Please keep in touch with us and do let us know if you're having any difficulties with remote learning, or if you have any questions. Your first point of contact is your daughter's tutor.

For technical issues contact please email your daughter's form tutor directly, or contact our admin team on info@sacredh.lbhf.sch.uk

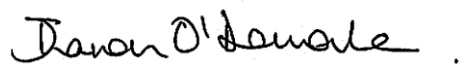
9 ACTIONS FOLLOWING A LACK OF ENGAGEMENT

The school will rigorously monitor engagement with remote learning on a daily basis. Parents and carers will be informed by email/phone call home of any lessons missed and work outstanding.

The school will work with pupils who demonstrate a lack of engagement with remote learning, putting in place additional support strategies.

10 RATIFICATION

This Policy has been approved and ratified by the Headteacher and the Associate Headteacher on 22 January 2021. The Policy will be reviewed in January 2022.



Mrs S O'Donovan
Associate Headteacher



Mrs M Doyle
Headteacher