



ST WINEFRIDE'S SCHOOL
Founded 1868

St. Winefride's

Pupil Remote Learning Policy

Mission Statement

Our aims are:

- **To educate the whole child in a caring and Christian atmosphere.**
- **To encourage our children to reach their full potential, mentally, physically, socially and morally.**
- **To emphasise kindness, care and mutual respect.**
- **To promote an awareness of the need and religious beliefs of others. This will enable them to become responsible citizens and an asset in any community.**

Statement of intent

At St. Winefride's, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

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.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
 - Education Act 2004
 - The General Data Protection Regulation (GDPR)
 - Data Protection Act 2018
1. This policy has due regard to national guidance including, but not limited to, the following:
 - DfE (2020) 'Keeping children safe in education'
 - DfE (2019) 'School attendance'
 - DfE (2018) 'Health and safety: responsibilities and duties for schools'
 - DfE (2018) 'Health and safety for school children'
 - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2016) 'Children missing education'
 - DfE (2020) 'Help with accessing and buying resources for remote education'
 - DfE (2020) 'Get help with remote education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy

- Attendance and Absence Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy

Roles and responsibilities

The Board of Trustees is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

The health and safety officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

SLT is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

The SENCO is responsible for:

- 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.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- 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.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Reporting any absence in line with school policy.
- Adhering to the Parent Code of Conduct at all times.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.

- Ensuring they are available to learn remotely at the times sent out to them by their teacher, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring 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.
- Adhering to the Code of Conduct for live sessions at all times.

Resources

Learning materials

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Email
- Seesaw
- Zoom
- Current online learning portals
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons
- The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.
- Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
- The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs.
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.
- The arrangements for any 'live' sessions, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

Online safety

This section of the policy will be enacted in conjunction with the school's **E-Safety Policy**.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted unless prearranged with the parent to address a specific learning misconception (see below).
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material.
- Always remain aware that they are visible.
- The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.
- The DSL will meet with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

- All members of staff will report any safeguarding concerns to the DSL immediately.
- Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

The school will not permit paper copies of contact details to be taken off the school premises.

- Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

Marking and feedback

All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Marked in line with the Marking and Feedback Policy.
 - Returned to the pupil, once marked, by an agreed date.
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- The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
 - Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
 - Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
 - The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

- The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be reported to parents via formal regular reports or, if there is a concern, individually via telephone.
- The school will consider ways to use feedback to secure consistent engagement with remote material.

Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

- If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.
- Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.
- If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

School day and absence

- Pupils will be present for remote learning from 9:00am and if it is a 'live' session, 5 minutes before the start time provided by the teacher. Sessions will not be set during breaktime; 10:30 – 10:50am or lunchtime 12:00 – 13:00pm.
- Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- Parents will inform their child's teacher no later than 8:50am if their child is unwell.
- The school will monitor absence and lateness in line with the Attendance and Absence Policy.

Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents via letter and the school website about remote learning arrangements as soon as possible.
- The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- As much as possible, all communication with pupils and their parents will take place within the school hours.
- Pupils will have verbal contact with a member of teaching staff at least once per week.
- Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

- The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Monitoring and review

This policy will be reviewed on an annual basis by the headteacher.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is January 2022.

Annex

Remote Learning During the Coronavirus (COVID-19) Pandemic

In line with the recent government announcement, the school will be closed throughout the duration of the present national lockdown, which is currently expected to last until mid-February, to all but vulnerable pupils and the children of critical workers. The school has implemented provision for remote learning to ensure pupils never miss out on education during this troubling time. We will ensure that our curriculum is inclusive and accessible to all and will endeavour to support all of our pupils as they learn and work from home. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
 - Coronavirus Act 2020
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: special schools and other specialist settings'
 - DfE (2020) 'Get help with remote education'
 - DfE (2021) 'Restricting attendance during the national lockdown: schools'
 - Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
 - DfE (2020) 'Remote education good practice'
 - DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
 - DfE (2020) 'Contingency framework: education and childcare settings (excluding universities)'

- 1.2 The headteacher, in collaboration with the board of trustees, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:
 - Providing remote education to all pupils of compulsory school age.
 - **[EYFS]** Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.

- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Restricting attendance during the national lockdown: schools'.

2. Contingency planning

- 2.1 The school will work carefully to ensure the premises is COVID-secure and will complete all necessary risk assessments – results of the full opening risk assessment will be published on the school's website.
- 2.2 The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the Coronavirus (COVID-19): Contingency Plan.
- 2.3 The school will communicate its contingency plans to parents, including to which pupils it will remain open under the DfE's contingency framework and which pupils will receive remote education.
- 2.4 The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.
- 2.5 If the contingency framework is not applied, but a 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.

3. Teaching and Learning

- 3.1 The school will ensure staff and pupils follow the school's E-Safety Policy and Code of Conduct when working and learning remotely.
- 3.2 The school will ensure that remote education is available for pupils immediately, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.
- 3.3 All pupils will have access to high-quality education when learning remotely.
- 3.4 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:
 - Ensuring pupils receive clear explanations.
 - Supporting growth in confidence with new material through scaffolded practice.
 - Application of new knowledge or skills.
 - Enabling pupils to receive feedback on how to progress.
- 3.5 In line with DfE's '[Restricting attendance during the national lockdown: schools](#)', the school will:

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
- Use one digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.
- Ensure staff are adequately trained and confident in its use.
- Check whether pupils are engaging with their work daily, and work with families to identify effective solutions where engagement is a concern.
- Ensure that there is a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectation for remote education.
- Publish information for pupils, parents and carers about remote education provision on their website by 25th January 2021.

3.6 The school will use a range of teaching methods to cater for all different learning styles, including:

- Comprehension
- Quizzes
- Online materials
- Practical sessions
- Clear examples

3.7 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live lessons or use of the 'chat' function on meeting software, to lessen feelings of isolation and to promote pupil progress and motivation.

3.8 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

3.9 When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
- [KS1 only] Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, three hours a day, on average, across the school cohort, with less for younger children.
- [KS2 only] Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.

- Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
 - Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
 - Avoid an over-reliance on long-term projects or internet research activities.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- 3.10 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.11 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 3.12 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.13 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.
- 3.14 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

4. Returning to school

- 4.1 The school will remain in contact with pupils who are remote learning to ensure that, when the period of national lockdown ends, pupils are supported to return to school as and when it is safe for them to do so.
- 4.2 The headteacher will ensure that pupils who are permitted to attend face-to-face learning at school, but are required to self-isolate, will only return to school when it is safe to do so.
- 4.3 If a pupil who is attending face-to-face learning at school is required to self-isolate with symptoms of coronavirus, the school will agree with the parent or social worker of the pupil the best way to maintain contact and offer support.
- 4.4 The headteacher will listen to all concerns that parents may have about their child returning to school after a period of self-isolation and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

- 5.1 This policy annex will be reviewed in line with any updates to government guidance.
- 5.2 All changes to the policy will be communicated to relevant members of the school community.