ST. MARGARET CLITHEROW
ROMAN CATHOLIC PRIMARY SCHOOL

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REMOTE LEARNING AND VIRTUAL MEETING POLICY

Ownership: **Curriculum Committee**

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Pupils in St Margaret Clitherow Catholic Primary School are happy, confident and very proud of their school. They clearly understand their mission statement, 'Jesus lives in us, our families, our school, our church, our world. Jesus is our guide, let us follow Him.' They can quote scripture to give examples of how they do their best to follow Jesus every day. Pupils explain that if they ever feel worried about something they are confident that adults will help them in a discreet and caring way. They are fully aware of their responsibilities towards the more vulnerable members of society and can reference Catholic social teaching when discussing their work with the local foodbank.

Catholic Schools Inspectorate October 2024

Pupils enjoy school. They respond well to the high expectations of staff. Pupils strive to do their best and achieve well. Pupils are extremely kind and caring. They frequently give up their free time to help each other. Lessons are free from disruption and lunchtimes are a buzz of happy and harmonious play.

Ofsted May 2024

At St Margaret Clitherow School we are committed to Safeguarding Children

Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him

1. AIMS AND OBJECTIVES

Due to COVID-19, there will be time where we are unable to welcome into school all of our children. This policy outlines the procedures for more individualised Remote Learning support which our school offers.

THIS POLICY WILL OUTLINE:

-The importance of access to remote learning

-The reasons for considering 'virtual teaching' and 'virtual meetings'

-The plans and structures which must be shared prior to any lesson or teaching

-The expectations on the teacher and the pupil's family

-The conditions under which a live lesson (for SEN pupils) will be stopped

'Virtual Teaching' and 'Virtual Lessons' are understood, throughout this policy, to mean lessons and teaching which are provided for children by online learning tools. In our school this will be through the forum of Microsoft Teams or Google Classroom. All Teams meetings/lessons will be recorded using record option. Parents will be informed that the meeting/lesson will be recorded. Invitations to access meeting/lesson will be sent to parents before the meeting/lesson is due to begin. Meetings/lessons will only take place in the school during school hours. Teachers will not be able to deliver meetings/live lessons from home. When using Google Classrooms, teachers will be uploading work and being available to respond to learning during school hours only.

2. REMOTE LEARNING

Our school continues to support children's educational progress through 'remote learning'. This is reviewed regularly by all class teachers and children's accomplishments are shared on the school blog and twitter account. We will use Google Classroom to support home learning if a class has been told to isolate. If a class is sent home to isolate the children will be given an activity pack to complete in the first one or two days.

Families are encouraged to access the learning in a way that suits them and the main concern for school is that children are happy and safe.

If your child has to self-isolate our website includes some ideas for home learning. Click on the link http://www.clitherow.herts.sch.uk/cu-classes.html then your child's class, scroll down and click on the second link under the general heading. These suggestions are for children who are well and are there should you need them. If your child is off school due to illness, there is no expectation for them to complete the tasks.

Remote learning activities will be set each day by the class teacher and they will be contactable throughout the normal school hours – 8:45am – 3:15pm.

Parents have been asked to notify the school (via our digital learning questionnaire) if they need support when accessing online learning from home. School has access to laptops that they can lend to families. Telephone contact can still take place with the school via the office telephone number. Work can be printed in school for collection if necessary.

Parents will be expected to support their child's engagement with remote learning from home. Contact with the teacher to support the parents is also available during the normal school day. Teachers will engage with pupil's work and give feedback using the various features on Google Classroom. Teachers will also make contact with their isolating class once a week on the telephone to 'touch base' and offer any support with home learning to the child and to the parents.

3. WHY TEACH 'VIRTUALLY'?

Our children are encouraged to access the range of resources which are available through the school website. For several of our children on the SEND register, they are also offered individualised programmes and resources.

Under the new guidance from Herts County Council from June 2020, all children with an EHCP are expected to receive their provision through reasonable adjustments, and this may include accessing teaching staff through virtual lessons or meetings. These are considered to be exceptional circumstances and the teaching must follow the plans outlined below to maintain the safety of the staff and children involved.

Only virtual teaching can take place where the reasonable adjustments in place are not adequate in fulfilling a task.

The reasons for a virtual meeting or lesson may include:

- A group meeting of professionals which cannot be adequately carried out over the phone e.g. an EHCP review which legally must take place within a certain time frame
- An assessment which requires the teacher / SENCO to observe to ensure the levels can be accurately assessed e.g. collecting assessments for an EHCP application
- A lesson or series of lessons which are unable to be adapted for sharing through emails and phone calls, or requires expertise above and beyond what could be expected of a parent e.g. teaching of Braille
- A class has been informed to isolate (use Google Classroom)

4. PLANNING

Many reasonable adjustments for support are already in place in school, therefore there are few incidents when a lesson or meeting will need to take place. The rationale and plans for the lesson must be shared with a senior leader before this can be considered (Appendix 2; Form 1). When Google Classroom is being used to upload work for a whole class, appendix 2 will not be necessary.

For the lesson to take place, expectations must be outlined for the behaviour of the staff and the family taking part for safeguarding reasons (Appendix 1). These must be shared prior to the lesson being booked. To ensure that the children are safe guarded, all contact is made through the parents and an adult is required to accompany the child for the duration of the session, even though they can choose not to participate.

The staff member must plan where, when and how they will deliver the lesson or meeting, making sure that the time and place has been shared so that support can be accessed if necessary. (Appendix 2; Form 2). The room that the meeting/lesson will take place in must have the door open with a sign on the door stating a meeting/lesson is in progress.

If a class is learning from home, we will continue to teach the same curriculum as we would in school. However, we have needed to make some adaptations in some subjects. We will use a combination of approaches to teach the children remotely.

Following guidance from the Government, teachers will set work that is of equivalent length to the core teaching pupils would receive in school. For primary aged children, the Government suggests 3 hours a day for KS1 and younger children and 4 hours for KS2 children, on average, across the school cohort.

The conditions under which a lesson will be stopped

Despite excellent planning and all participants being ready and happy to have an online learning session, sometimes there are reasons to stop. This may be for a wide variety of reasons, and so it is important to prepare a 'script' for what to say.

Examples include:

'Thank you for today, but sadly our time has run out!'

'I'm sorry to cut this short, but we have made more / less progress than expected and I think I'll need to rethink my plans rather than carry on'.

'I think that [child] looks like they've worked hard enough for now, let's stop there'.

'I feel that this is a good place to stop, thanks for your time'.

Children may find a virtual lesson unsettling or unusual and they may react in unexpected ways. If the plans for the lesson do not feel adequate, this is a good reason to stop.

At any time, if it is felt that the lesson is unsafe for any reason – for example child welfare – the teacher must be prepared to stop and report their concern. Duty of care to the child and their family remains paramount. This concern should then be reported using CPOMs.

The review (Appendix 2; Form 3) is a way of ensuring that any issues that have arisen are managed and any details of how to improve the lesson are recorded. It may be reflected upon that the virtual lesson did not fulfil its aims and therefore no more virtual lessons will take place.

Thank you for considering a remote teaching session for your SEN assessment and catch up / meeting.

To ensure our safety and that of your child we have a few guidelines which we would like to ensure are met:

- Please make sure that an **adult support** is available for your child throughout the entire meeting/lesson.

- Please consider **where** the lesson can take place so your child can access the session with minimal distractions. Please also ensure your child is appropriately dressed for the session.

- Please **share the plans** with your child, explaining the purpose of the contact and any information that has been sent to you prior to the session.

- If at any time you or your child are not able to continue the meeting / lesson, please alert the teacher and **feel free to stop the call** e.g. they need the toilet / another person has entered the house / they are distressed. As this is all new to us, we cannot predict how your child will feel and therefore must let them feel they can stop the lesson if it is 'not working' for them.

- The **teacher may choose to stop** the lesson before the allotted time.

- Please keep in touch about **ways to improve** our sessions as we are still learning too.

Thank you.

FORM 1: PREPARATION PRIOR TO PLANNING

Teaching staff carrying out lesson:			
Child:			
Planned Lesson:		Date:	
Reasonable adjustments already in place			
Reason for this virtual lesson / meeting			
	Lesson outline included		
Shared with senior leader:	Name		Date

FORM 2:

Expectations shared with parents: (date) Parents informed of recording.		Confirmation received by: (form e.g. verbal, email)	
Lesson plans and resources sent (date)		Confirmation of receipt (date):	
Date and time of lesson:		Who will be involved? Teaching staff	
Date		Family	
Where will teaching staff be for this lesson?		Who is available if support is needed?	

REVIEW:

Successes:	
Any concerns?	
Conclusions and reflections e.g. will this need a follow up? Do you need to discuss this with any one? What measures would you change?	
Feedback from the family -	