

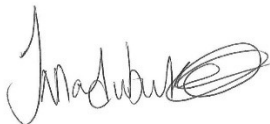
CARDINAL POLE CATHOLIC SCHOOL



Remote Learning Policy

Approved by Governors

Signed:

A handwritten signature in black ink, appearing to read 'J. Madubane', is written inside a rectangular box.

Date:

26/01/2021

Review due date (annually):

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Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognises the importance and individual needs of every student and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

Mission Statement

Cardinal Pole is a Roman Catholic School with a Christian commitment to building community through the individual care of students and staff. Within the school we share a common faith which, while recognising the values of all cultures and ethnic groups, promotes understanding of and respect for the values of the Gospel. As teachers or non-teaching staff in a Catholic School we promote what we believe and understand of the Christian truths which refer us back and lead us to Christ. We are conscious that in trying to do so we are subject to various pressures e.g. ever changing educational ideologies and the materialistic bias of the society in which we live. Nevertheless, there are certain criteria, which underpin our work as teachers and non-teaching staff. All members of staff should facilitate the development of skills and knowledge in students and help them to understand that God is glorified through the acquisition and good use of knowledge. All members of staff should in their behaviour and attitudes set positive examples for students and encourage them in the practice of their faith. The school seeks to foster close relationships between school, home and the local community in particular by increasing their faith. In our daily assembly we attempt to bring before God our work and the needs and concerns not only of the school but of the wider community.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who are not in school.
- 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 during normal school hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure.

When providing remote learning, teachers are responsible for setting work as directed by the teaching and learning team. These directions are reviewed regularly and guidance updated as required. The current arrangements – which are subject to change at short notice - are:

Virtual School Y7-9 - Show My Homework (SMHW)

- Work will be completed on a weekly basis by Heads of Department by the end of the day on Thursdays and uploaded to the school website and SMHW for all students to access.
- Work on SMHW will be uploaded as classwork and must be uploaded to SMHW by the end of the day on Thursdays.
- Work will be set to be made visible to students on the Monday and due in on the following Sunday.
- Resources must be uploaded as the original format and a PDF so that students are able to access via phones and other devices.
- Teachers must make sure you upload any presentations and worksheets as some students may still be struggling with data and may be unable to access all Loom videos.
- There should only be two SMHW classwork task per subject - in the description you can break down the sessions for across the week, this is to stop SMHW from becoming overcrowded and confusing for students.
- There should be 3 x Loom videos for Core subjects per week linked (a hyperlink in the description is the best way to link these to avoid confusion).
- There should be 2 x Loom lesson for all other subjects per week linked (a hyperlink in the description is the best way to link these to avoid confusion).
- Work should be simple and straightforward as the majority of students will be working completely independently, if we want them to engage with the work it needs to be accessible.
- Tasks should take no more than 20-25mins to complete.
- Teachers must make sure to set timely reminders for students to complete tasks during the week.
- All submitted work should be acknowledged via the comment function on SMHW to motivate and encourage students.
- Teachers must use the function on SMHW to track submissions as this will help to track students' engagement.
- Further support and guidance can be found in the Virtual School folder which has been set up on the OneDrive which includes 'how to' guides to support your work in the virtual school.

Virtual School Y10-13 - MS Teams

- Live lessons will be delivered to Years 10, 11, 12 and 13 using the Microsoft Teams according to the amended school timetable. This is subject to ongoing review and the timetable may be amended at short notice.
- Attendance will be recorded in SIMS and teachers must make sure that accurate registers are kept.

- Staff will follow protocols on setting up and admitting students to lessons.
- Staff will follow safeguarding guidelines with online lessons.
- Staff will report concerns identified during live lessons, either behaviour or safeguarding, including the recording of lessons.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal 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 will report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting students who aren't in school with learning remotely as directed by the SENDCO.
- Other related tasks as directed by the SENDCO, Headteacher or senior member of staff.
- Supporting the organisation and supervision if on site provisions.

2.3 Heads of Department

Alongside their teaching responsibilities, Heads of Department are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- 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 being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.
- Other relevant tasks as directed by the senior leadership team.

2.4 Pastoral Teams

Alongside their teaching responsibilities, Heads of Year, supported by their Pastoral Support Managers are responsible for:

- Making weekly welfare calls to students who are not in school and logging these calls on G4S.
- Making sure that vulnerable students in their year group who are not in school are contacted at least twice a week and calls logged on G4S.
- Ensuring high levels of participation in remote learning by chasing up and supporting students who are not engaging.
- Alerting any safeguarding concerns to the safeguarding team.
- Providing weekly assemblies as directed.

- Attending any safeguarding or related meetings for students in their year as directed by the DSL.
- Attending virtual meetings with staff, parents and students as required.
- Any other relevant task as directed by the Senior Leadership Team.
- Supporting the organisation and supervision if on site provisions.

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the curriculum offer for remote learning by the Assistant Headteacher for Curriculum and Deputy Headteacher for Teaching and Learning.
- Monitoring the effectiveness of remote learning through, for example, regular meetings with teachers and Heads of Year, reviewing work set and collecting feedback from students and parents led by the Deputy Headteacher for Teaching and Learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Securing high quality provision.
- Ensuring students have the resources to engage, ensuring compliance with engagement and who not, providing onsite support.
- Supporting the wellbeing of staff.

2.6 Designated Safeguarding Lead

Cardinal Pole Catholic School has a Designated Safeguarding Lead (DSL) and a team of Deputy DSLs.

The Designated Safeguarding Lead is: Peter McEvoy

The Deputy Designated Safeguarding Leads are: Alex O'Donoghue, Cynthia John and Tom Read

- The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not possible a trained DSL (or deputy) will be available to be contacted via phone or online - for example when working from home. Supporting the well-being of staff.
- Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.
- This will include updating and managing access to the Child Protection Online Management system (CPOMS) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.
- Cardinal Pole Catholic School staff and volunteers will have access to a trained DSL (or deputy).
- The DSL will continue to engage with social workers and other support agencies, and organize the school to be represented at multi-agency and child protection meetings, which can be done remotely.

Reporting a concern

- Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy.
- If a concern is raised out of hours, the staff member should report the concern using the contacts outlined in the school safeguarding policy. If a response is not received, you must continue to exhaust all contacts in the key contact section of the school child protection policy.
- Staff are reminded of the need to report any concern immediately and without delay.
- Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher.
- If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally over the phone and followed up with an email to the Headteacher to confirm the discussion.

2.7 Network and IT Staff (Dataspire)

IT staff (Dataspire) are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing.
- Securing, logging and distributing additional resources.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting students and parents with accessing the internet or devices.
- Other relevant tasks as directed by the Senior Leadership Team.

2.8 Students and parents

Staff can expect students learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers and to the standard expected.
- Seek help if they need it, from teachers or teaching assistants.
- Alert their teachers if they are not able to complete work for any reason.

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.
- Be respectful when making any complaints or concerns known to staff.
- Engage with the school on the provision and support the engagement of their child.

2.9 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.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Review staff wellbeing and workload.
- Address Health and Safety concerns.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- **Issues in setting work:** contact the relevant Head of Department or SENCO, or if technical, IT.
- **Issues with behaviour:** contact the relevant Pastoral Team or Deputy Headteacher for Inclusion.
- **Issues with IT:** log on the Dataspire helpdesk
- **Issues with their own workload or wellbeing:** contact their line manager or Stacey Wright.
- **Concerns about data protection:** contact the data protection officer (Barbara Newman)
- **Concerns about safeguarding:** contact the DSL (Peter McEvoy or Deputy DSLs, Alex O'Donoghue, Cynthia John or Tom Read)
- **Any other issues** should be referred to the Headteacher via the Head's PA, Tracy Mortimer
- **Staff Absence or self-isolating** – to Stacey Wright –HR Officer.

4. Data protection

4.1 Accessing personal data

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

- Use the school network, including server-based and cloud-based systems
- Use school-issued devices where possible

4.2 Processing personal data

- Staff members may need to collect and/or share personal data such as email addresses and telephone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.
- 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. Safeguarding arrangements

The school updated its safeguarding arrangements in regards to KCSIE 2020 and the COVID-19 pandemic in October 2020 and also produced an addendum regarding arrangements during the temporary school closure in January 2021. The updated policy and addendum can be found on the school website in addition to the Online Safety policy.

6. Monitoring arrangements

This policy will be reviewed regularly and will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy