



## Remote Learning and Faith Policy

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## Definitions

In this **Remote Learning and Faith Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **Remote Learning and Faith Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Clerk'** means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- v **'Chair'** means the Chair of the Board of the Directors or the Local Academy Committee appointed from time to time.
- vi **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- viii **'Local Academy Committee'** means the governing body of the School.
- ix **'Academy Committee Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.
- x **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- xi **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- xii **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- xiii **'Vice-Chair'** means the Vice-Chair of the Academy Committee elected from time to time.
- xiv **'Remote Learning'** is where the pupil and/or the educator are not physically present in a traditional classroom environment. Information is relayed through technology, such as online classrooms (Google classroom for Secondary or Microsoft Teams for Primary) and online assessments. This also includes where a class, group or small number of pupils need to self-isolate (due to COVID-19), or there are local restrictions requiring pupils to remain at home. Schools will ensure they have the capacity to offer immediate remote education. Schools provide the opportunity for pupils/ students and teachers to remain connected and engaged with the content while working from their homes. Opportunities for remote learning are typically linked to emergency situations that pose a threat to student safety. The learning is dependent on preparedness, technology tools, or overall pupil support infrastructure. It may mean that a paper based remote learning packs are provided where there is no access to technology tools.

## 1. Scope

At The Romero Catholic Academy, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil, class, year group or school. 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. We also recognise that we need to support the journey of faith for our community in any period of remote working.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

The scope of this policy extends 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 and there is a smooth transition to a well planned, sequenced curriculum.
- 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.
- Ensure staff are trained, confident and ready to move to remote working both digital and paper based
- Ensure pastoral needs for pupils during remote working.
- Ensure Parish and Governance links continue to provide faith support.

## 2. Principles

We draw our key principles from the EEF Research document on Remote Learning (right)

### 1. Teaching quality is more important than how lessons are delivered

- Pupils can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).
- For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils’ prior learning or how pupils’ understanding is subsequently assessed.



### 2. Ensuring access to technology is key, particularly for disadvantaged pupils

- Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.
- In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

### 3. Peer interactions can provide motivation and improve learning outcomes

- Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes. Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.
- The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.
- **TRCA where appropriate will facilitate meaningful and safe interactions between pupils**

### 4. Supporting pupils to work independently can improve learning outcomes

- Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.
- For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

### 5. Different approaches to remote learning suit different tasks and types of content

- Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.
- For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects. Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

### 3. Roles and Responsibilities

The **Board of Directors delegate to the Local Academy Committee who** 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.
- Ensure the school has robust Safeguarding procedures in place
- The Remote Learning and Faith Plan continues to support the deepening of the school's Catholic ethos.

The **Principal and Senior Leadership team** are 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; communicating with the Shared Services Team so revisions can be made to the Remote Learning and Faith Policy
- 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.
- Ensuring that support is in place for those who have no devices at home or for whom engagement whilst in remote learning is a not an easy or preferred learning style.

The **Shared Services Team**

- Liaise with LA with any relevant information required to be reported regarding Safeguarding or COVID-19 reporting.
- Support the IT provision for staff and where appropriate, families at home through remote or telephone support.
- Provide strategic oversight of the Remote Learning and Faith Policy and arrange any additional training

The **DPO** 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.
- Liaising with the **ICT Team** to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- 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 the **Principal** and 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 **SENDCo** is responsible for:

- Liaising with the **ICT Team** to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the **Principal** and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- 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.

The **Principal and School Business or Office Manager** are responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Ensure **health and safety** aspects
  - Ensuring that the relevant health and safety risk / VERA assessments are carried out within the agreed timeframes, in collaboration with the Principal, with support of HR Team as and when appropriate.
  - 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.

The **ICT Team** is responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the **SENCo in each school** to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

**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 Principal.
- Reporting any defects on school-owned equipment used for remote learning to the ICT technician.
- Adhering to the Staff Code of Conduct at all times.
- **Teams Champions**
  - Teacher in each Primary school who leads on Microsoft Teams

**Parents** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in Section 12 'School Day' of this policy, 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.
- Ensuring that their child always has access to remote learning material during the times set out in Section 12 'School Day'
- Reporting any absence in line with the terms set out in Section 12 'School Day'
- Ensuring their child uses the equipment and technology used for remote learning as intended.

**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 set out in Section 12 'School Day' of this policy, 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 TRCA Behaviour and Positive Handling Policy at all times.



#### 4. Catholic Life, RE and Collective Worship

During a period of remote learning, nurturing our community of faith will remain a fundamental part of our provision to pupils:

- Catholic Life
  - Throughout any remote learning, engagement with the Parish Priest, Foundation Governance and developing the mission, value, vision and aims of the school will come through school remote activities where possible.
- RE
  - Within the curriculum, the delivery of the RE curriculum will be maintained as Core
- Collective Worship
  - Assemblies – throughout the week there will be planned collective worship to aid reflection or celebration with pupils. Reflecting the Liturgical year, these will be delivered streamed and online.
  - Mass <https://www.cbcew.org.uk/wp-content/uploads/sites/3/2020/06/Guidance-Acts-of-Worship-Mass-V10-03082020.pdf>
  - [Mass Guidance September 2020.docx](#)
  - Where possible, Mass will be regularly streamed from the Parish or Chapel linked to school or the school may access Mass shared more widely so Spiritual Communion is available for all.
- Sacramental programmes
  - The delivery of programmes will continue where possible through remote learning with the engagement of relevant stakeholders e.g. Parish Priest
- Gift and Chaplaincy
  - Where available, the Gift and Chaplaincy team will be encouraged to actively contribute to any activities during remote learning
- Parish links
  - The engagement with Parish is vital in a Catholic school. Signposting to the Parish and engagement with Masses online will be actively encouraged throughout any period of remote learning.

#### 5. Learning materials

The school will deploy 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
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars using Seesaw (KS1:Years 1-2) Teams (KS2: Years 3-6) or Google Classroom (KS3 4 5)
- Daily communications from EYFS (Nursery and Reception) using Tapestry
- Pre-recorded video or audio lessons using Seesaw (KS1 Years 1- 2) Teams (KS2) or Google Classroom (KS3 4 5) as appropriate
- Links to TenTen resources
- Links to Diocesan links for faith support
- Primary
  - Maths No Problem
  - Read Write Inc
  - CGP books
  - Ed Shed and Reading Eggs

- Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.
- 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. For example, SENCo will make weekly phone calls to parents who have a child with EHC Plan/My Support Plan
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support to the DfE Digital programme through the **Shared Services Team**.
- Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with Section 8 this policy.
- The arrangements for any 'live' classes, e.g. webinars, 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.

The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

## 6. Food provision

The school will signpost parents via a letter or communication on Arbor towards additional support for ensuring their children continue to receive the food they need, e.g. food banks during times of remote learning.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Keeping the school canteen open during lunchtimes
- Making food hampers available for delivery or collection
- Providing vouchers to families

## 7. Costs and expenses

- The school will not contribute to any household expenses incurred while pupils (or staff) learn remotely, e.g. heating, lighting, or council tax.
- The school will not reimburse any costs for travel between pupils' homes and the school premises.
- The school will not reimburse any costs for childcare.
- If a pupil is provided with school-owned equipment or the DfE Digital scheme, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

## 8. Online Safety

This section of the policy will be enacted in conjunction with TRCA E-Safety Policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups/ class groups where possible
- 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 without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- 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 audio material without permission.
  - Ensure they have a stable connection to avoid disruption to lessons.
  - Always remain aware that they can be heard.
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- 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.
  - Pupils not using devices or software as intended (whether at home or school) will be disciplined in line with the TRCA Behaviour and Positive Handling Policy, the E-safety Policy and the Acceptable Use policy.
  - The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
  - The school will consult with parents prior (*if possible*) to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary. Schools will use remote teaching strategies in home learning activities during school full opening to facilitate a smooth transition. This is to manage the expectations of parents/ carers.
  - The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
  - The school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

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, on devices not owned by the school.

## 9. Behaviour

All students accessing Remote Learning via Google Classrooms must ensure the following:

- Student cameras are turned off.
- All microphones are muted or unmuted by teachers.
- The chat function is disabled unless your teacher unlocks this and asks for you to comment.
- Use the hands up feature to alert your teacher that you need support, and they will do their best to get to you as soon as they can.
- Live lessons are recorded for Safeguarding purposes, poor behaviour will be sanctioned in the following ways:
  - 1) Verbal warning given by teacher.
  - 2) Persistent poor behaviour will result in removal from the lesson.
  - 3) Parental contact made by the teacher.
  - 4) Persistent and continuous online disruption will result in the removal of the remote learning provision.
  - 5) Parental contact made from Head of Key Stage.
  - 6) Paper packs sent home for completion.
  - 7) Parental meeting with Senior Leadership Team.

## 10. 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 and Principal along with Pastoral team where appropriate, will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning. The contact (home visit or telephone contact) and the regularity will reflect the RAG rating on the vulnerability list that is drawn up by each school.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Policy.

- Where appropriate, any concerns will be logged using CPOMs and communicated to those who need to know the information e.g. class teacher or tutor.

The DSL or relevant member of staff in the school, will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least one suitably trained individual present.
  - Be undertaken by no fewer than two members of staff unless there is a good reason (e.g. strong relationship exists)
  - Be suitably recorded on paper and the records stored so that the DSL has access to them.
  - Actively involve the pupil where possible
- 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 (in person or remotely) 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.

## 11. 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. Arbor will be used where appropriate.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any breach of confidentiality will be dealt with in accordance with the TRCA Information Security Policy.
- Any intentional breach of confidentiality will be dealt with in accordance with the TCRA Behaviour and Positive Handling Policy or the TRCA Disciplinary Policy and Procedure.

## 12. Feedback and Marking

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.
  - Reviewed by the member of teaching staff and where appropriate feedback will be provided.
  - Returned to the pupil, once marked, by an agreed date.
- 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 Arbor or ParentMail (Secondary) 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 and without access to the online learning resources and discuss additional support or provision with the Principal as soon as possible.
  - 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.

## 13. Health and Safety

This section of the policy will be enacted in conjunction with the TRCA School based Health and Safety Policy.

- Teaching staff and the ICT technician will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- 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.
- During Remote Learning pupils will be encouraged to ensure there are no liquids near IT equipment and ensure cables are not trailing to avoid trips or falls
- All equipment provided by the academy will be PAT tested and logged centrally. If there are any problems with academy IT equipment such as loose wires, please email [itteam@romeromac.com](mailto:itteam@romeromac.com)

Billingtons have advised that if devices are issued to home, IT must ensure they are PAT tested and logged with a photograph of the equipment condition when issuing to the pupil. This is simply to cover us for any H&S related issues which may arise at home.

*Billingtons have confirmed there is no legislation for pupils and parents to report incidents or near misses*

## 14. School Day- suggested model

The Department for Education set out expectations for Remote education which are detailed [here](#).

### Primary provision

At Primary school, pupils could follow the following model for remote learning by 9:00am and cease their remote learning at 3:15pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined below. This needs to be flexible as it will depend on access to live / recorded lesson and teaching activities. This will vary slightly from school to school and year group to year group. You will receive communication to detail the arrangements for the remote learning. The day may need to be shifted later or split depending on the needs of the family and the child. It also needs to be flexible to the age; a Year 6 child can sit for longer periods independently, compared to a Reception child who may need to have short bursts of learning spread out.

A suggested pattern in an ideal day for breaks and lunchtimes could be:

- Morning break will take place at 10:45am until 11:15am.
  - Lunchtime will take place between 12:00pm and 13:00pm.
  - Afternoon break will take place at 2:00pm until 2:15pm.
- Pupils are not expected to do schoolwork during the break and lunchtimes above or when they are flexibly planned around the family adaptations to remote learning.
  - 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 / tutor or later than 8:30am if their child is unwell.
  - The school will monitor absence and lateness in line with the TRCA Attendance and Exceptional Leave Policy.

**Sample of Timetable for KS2 (which may change weekly to fit breadth of curriculum)**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Session 1</b> <b>Core</b>	English	RE	English	Science	RE
<b>Session 2</b> <b>Core</b>	Maths	English	Maths	English	Maths
<b>Session 3</b> <b>Foundation/Core</b>	Geography/ History	Art/ Music	Science	PE	Languages

**Secondary Provision**

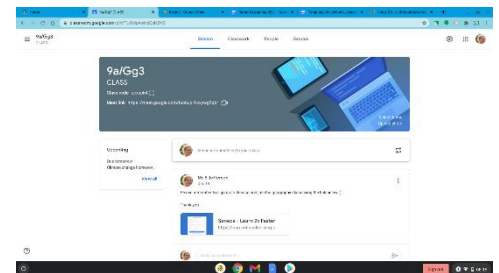
If students are being sent home to isolate they are expected to access lessons set in line with the curriculum being taught at school. It is expected that students will complete work as per the timetable set out below for their Key Stage.

As educators we appreciate the struggles of students trying to access a normal 5 hour day of lessons from home. After consideration we have devised a new blended curriculum for those students who have to access education from home. With this in mind we have reduced the hours of work each day but the expected standard of work is the same. Students are expected to check-in with their tutors each day between 9 - 9:20am to make sure they have access to the work being set and to let them know of any issues they may have.

Students are expected to complete the lessons set each day and submit work to their class teacher to show the notes and tasks completed each day. Staff will mark and comment where necessary so the students know how they are getting on and the lessons set will be in line with the work being done by the rest of the year group at school. Students also have the knowledge booklets for each subject and these will also be available electronically if needed. The knowledge booklets provide an overview of the content of topics being taught and are to be used as reading material alongside lessons being taught. These booklets will be available on the Website under the Parents/Students tab.

For a 'live lesson' KS3 students are expected to sign into the lesson via the google class 'Meet Link' as listed (see right) on the subject Google Classroom home page. Students will be registered by their teacher for ALL lessons online.

KS4 students will be sent an invitation via their Google Classroom subject pages for their lessons, as some classes might be taught together.





### Remote teaching and study time each day

Tutor check-in each morning 9:00-9:20am through the link in the Form class on Google Classroom.

#### KS3 Timetable

Times	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9am - 9.30am</b>	<b>Tutor Time</b>	<b>Tutor Time</b>	<b>Tutor Time</b>	<b>Tutor Time</b>	<b>Tutor Time</b>
<b>9:35 - 10:35am</b>	<b>English</b> Yr 7 live lesson Yr 8 & 9 complete tasks set on Google Classroom	<b>Geography</b> Complete work & tasks on Google Classroom	<b>English</b> Yr 9 live lesson Yr7&8 complete tasks set on Google Classroom	<b>IT</b> Complete work & tasks on Google Classroom	<b>English</b> Yr 8 live lesson Yr7&9 complete tasks set on Google Classroom
<b>Break</b>					
<b>10:50 - 11:50am</b>	<b>History</b> Complete work & tasks on Google Classroom	<b>RE</b> Complete work & tasks on Google Classroom	<b>Science</b> Yr 7 live lesson Yr8&9 complete tasks set on Google Classroom	<b>Maths</b> Yr 7 live lesson Yr8&9 complete tasks set on Google Classroom	<b>Art</b> Complete work & tasks on Google Classroom
<b>Lunch</b>					
<b>12:30 - 1:30pm</b>	<b>Maths</b> Yr 9 live lesson Yr7&8 complete tasks set on Google Classroom	<b>French</b> Complete work & tasks on Google Classroom	<b>Maths</b> Yr 8 live lesson Yr7&9 complete tasks set on Google Classroom	<b>Science</b> Yr 8 live lesson Yr7&9 complete tasks set on Google Classroom	<b>Science</b> Yr 9 live lesson Yr7&8 complete tasks set on Google Classroom
<b>1:40 - 2:40pm</b>	<b>RE - TenTen</b> Complete work & tasks on Google Classroom	<b>English</b> Complete work & tasks on Google Classroom	<b>Assembly</b> Watch the link to the assembly in your Form Google Class	<b>PSHE</b> Complete work & tasks on Google Classroom in Form area	<b>Maths</b> Complete work & tasks on Google Classroom

### KS4 Timetable

KS4 students will have x3 lessons per week for their option subjects. At the end of a typical week, we expect students to have submitted work set by option subjects. Work will be set by all staff by the end of the day Monday for two lessons to be completed over the rest of the week, with one live lesson occurring during the week.

Tutor check-in each morning 9:00-9:20am through the link in the Form class on Google Classroom.

Times	Monday	Tuesday	Wednesday	Thursday	Friday
9am - 9.30am	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time
9:35 - 10:35am	English Yr10 live lesson	Science Yr10 live lesson	RE Yr10 complete work & tasks set through Google Classroom	Science Yr10 live lesson	English Yr10 complete work & tasks set through Google Classroom
<b>Break</b>					
10:50 - 11:50am	Science Yr10 complete work & tasks set through Google Classroom	Maths Yr10 complete work & tasks set through Google Classroom	Maths Yr10 live lesson	English Yr10 live lesson	Maths Yr10 live lesson
<b>Lunch</b>					
12:30 - 1:30pm	RE Yr10 live lesson	Options Art - live lesson Yr10  Use this time to complete work set by your option subjects	Options French - live lesson Yr10  Use this time to complete work set by your option subjects	Options History - live lesson 10  Use this time to complete work set by your option subjects	Options HSC - live lesson Yr10  Use this time to complete work set by your option subjects
1:40 - 2:40pm	Options Geography - live lesson 10  Other students use this time to complete work set by your option subjects.	Options DT - live lesson Yr10 I.T - live lesson Yr10  Other students use this time to complete work set by your option subjects.	Options Performing Arts - live lesson 10  Other students use this time to complete work set by your option subjects.	Options Comp Sci - live lesson 10  Other students use this time to complete work set by your option subjects.	Options Art & Design - live lesson 10  Other students use this time to complete work set by your option subjects.

## Key Stage 5 - Sixth Form

Post 16 students, that is Years 12 and 13, are expected to log into their existing timetable to access live lessons. Lesson links will be provided by their subject teachers either through email or Google Classroom. It is important that Post 16 students check their emails regularly and contact the Sixth Form Team directly or email [virtualllearninghelp@cwcscoventry.co.uk](mailto:virtualllearninghelp@cwcscoventry.co.uk) for support if needed.

## Remote learning

- **Access to portal** -all students have access to Google Classroom, where work will always be set. There may be links to other online platforms through which work is set such as GCSEPod, HegartyMaths or Seneca Learning. Any issues with logging in please contact: [virtualllearninghelp@cwcscoventry.co.uk](mailto:virtualllearninghelp@cwcscoventry.co.uk) and we will get back to you as soon as possible.
- **Students with no digital or online access at home**- We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:
  - If students struggle to access online work platforms. Please contact [virtualllearninghelp@cwcscoventry.co.uk](mailto:virtualllearninghelp@cwcscoventry.co.uk) and we will either send out workbooks for students to complete and return to class teachers on returning to school.
  - In some circumstances we may be able to offer devices to support working remotely and accessing online content.
- **Approaches to remote learning** - we use a combination of the following approaches to teach pupils remotely:
  - Students will be set working remotely via the subject classes in Google Classroom and all work completed at home should be submitted to the teacher for that subject so they can monitor work/notes being done.
  - Homework will continue to be set, backing up knowledge learnt in lessons. Lessons might also use other online platforms such as; HegartyMaths, GCSEPod, Seneca Learning or Oak Academy.

## Engagement and feedback

- Students are expected to undertake four hours of work each day and submit notes and work completed to the subject teacher through Google Classroom after the lessons.
- Some lessons will be live and these will take place during the day when those lessons usually take place so students need to note timings of lessons and know their timetables or the Remote learning timetable. Form tutors will post the class timetables for ALL students in Years 7-9 on their Form Google Classroom pages for them to be aware of lessons each day and timings, this is also published on the school website.
- Students engagement will be monitored by subject teachers and any concerns will be passed onto the form tutor and Heads of Year who will contact parents as they need to.
- Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:
- Subject teachers will monitor and comment on work returned by students learning from home by the end of each week.
- Some platforms will automatically mark students' work and so comments may not be made on these styles of work set.

### Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with Special Educational Needs and Disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Any student with particular needs who is taken out of lessons for support work will have work set by the staff who provide them assistance through the Trinity classes in each Year group.
- If needed work will be sent home for these students and if they could try to complete worksheets set or access any online resources and if possible submit work through either back to the support staff or to the subject teachers through Google Classroom.

### Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. For many cases a hybrid lesson will occur where the teacher will allow access to key parts of the lesson through Google Classroom.

### Students in Self Isolation

Students will be expected to sign in to live lessons through the week for certain subjects (see timetable earlier in the document) and submit work completed at home. They will still be expected to complete 4 hours of work per day and submit work by the end of the week that has been completed. It would be a good habit to get into to submit work completed after each lesson done. Any questions in relation to subjects and work being set should be directed via contact to usual teachers through Google Classroom.

## 15. Communication

Communication both to and from school is vital during a period of remote learning. The directive for DfE Remote Learning requires school to have **'daily contact'** with each pupil. This is likely to be virtual in the majority of teaching to pupils across the schools.

- The school will communicate with parents via letter and the school or Romero website about remote learning arrangements as soon as possible.
- The school will ensure adequate channels of communication are arranged in the event of an emergency. This will be via Social Media and/ or Arbor (Secondary currently use Parent Mail)
- The Principal will ensure that SLT communicate with staff as soon as possible via email about any remote learning arrangements.
- Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
  - 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.
- Members of staff will have contact with their line manager once per week.
- As much as possible, all communication with pupils and their parents will take place within the school hours outlined in Section 14 (School Day).
- 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 hope to 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 Principal will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

## 16. Monitoring and Review

- The Board of Directors have delegated the implementation of this policy to the Academy Committee.
- This Policy will be reviewed by CC3 – Quality, Performance and Standards.
- Due to the nature of how Remote learning will evolve this will be a live policy.

## 17. Link to other policies

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)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018
- 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 (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
  - DfE (2018) 'Health and safety: responsibilities and duties for schools'
  - DfE (2018) 'Health and safety for school children'
  - DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school policies available [here](#) :

- Accessibility Plans for schools
- Curriculum documents [www.romeromac.mac/romero-curriculum](http://www.romeromac.mac/romero-curriculum)
- School Child Protection and Safeguarding Policy
- TCRA Assessment Policy
- TRCA Acceptable Use Policy
- TRCA Attendance and Exceptional Leave Policy
- TRCA Behaviour and Positive Handling Policy
- TCRA Data Protection Policy
- TRCA Children Missing in Education Policy
- TRCA Code of Conduct
- TCRA E-Safety Policy
- TRCA Information Security Policy
- TRCA School based Health and Safety Policy
- TRCA Special Educational Needs and Disabilities (SEND) Policy

## Appendix 1 - Policy

### Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

#### 1. Legal framework

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

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Good Practice [click here](#)

#### 2. Contingency planning

- The school will open to all pupils at the start of the Autumn term, in line with national and local guidance.
- The school will work closely with the LA to ensure the premises is 'COVID-secure', and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.
- The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.
- The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group.

#### 3. Teaching and learning

- All pupils will have access to high-quality education when remote working. This will correlate to their normal curriculum where possible.
- The school will use a range of teaching methods to cater for all different learning styles, this includes:
  - Using comprehension, quizzes and online materials.
- 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.
- When teaching pupils who are working remotely, teachers will:
  - Set assignments so that pupils have meaningful and ambitious work each day.
  - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
  - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
  - Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.

- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, when necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Principal and SLT will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- Under the DfE scheme, the school can order **limited** laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
  - Pupils in Years 3 to 11
  - Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
  - Children in all year groups who are unable to access remote education whilst attending school on a hospital site
- Before distributing devices, the school will ensure:
  - The devices are set up to access remote education.
  - Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

#### **4. Returning to school**

- The Principal will work with the CSEL and Academy Committee to ensure pupils only return to school when it is safe for them to do so.
- After a period of self-isolation, or the lessening of local lockdown rules, the Principal will inform parents when their child will return to school and all the robust arrangements in place to make a successful transition.
- The Principal will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

## Appendix 2 - Maths Support

NCETM and Maths Hubs Covid recovery resources now available

Materials to support teachers and schools planning and delivering Covid recovery maths teaching at both primary and secondary level are available from the NCETM. All are accessible from the dedicated [Covid support page](#) on the new NCETM website. For primary schools and teachers, there are resources linked to the DfE guidance published in July this year. These include [ready-to-use training materials](#), a short [video](#), and a [suite of 79 PowerPoints](#) focusing on the ready-to-progress criteria found in the new DfE guidance. The latter would be ideal for schools to use as part of the National Tutoring Programme or for any dedicated catch-up tutoring. The 180 [primary video lessons](#) produced during lockdown are also still available. Each lesson has an accompanying teacher guide, and PowerPoint of the lesson for teachers to adapt themselves.

For secondary schools, an evidence-based [guidance document](#) to support discussions about recovery curriculum content and pedagogy has been produced, along with a [one-hour training session](#) and accompanying materials to help KS3 teachers and maths departments understand the implications for Year 7 of the DfE primary guidance. More materials, including guidance videos and departmental training sessions, will be added soon.

For any schools and teachers wanting to get involved with the work of their local Maths Hub this year to support Covid recovery, Work Groups are still recruiting for [projects running in 2020/21](#).

Central Maths Hub - Birmingham, Sandwell and Dudley

[www.centralmathshub.com](http://www.centralmathshub.com)

Origin Maths hub – Coventry, Solihull, and Warwickshire

[www.originmathshub.tgacademy.org.uk](http://www.originmathshub.tgacademy.org.uk)



### Appendix 3 - Curriculum Intent Impact and Implementation

#### Intent:

- All pupils, including disadvantaged pupils and pupils with SEND, will have access to a full, broad curriculum
- The curriculum will accurately:
  - Build upon pupils' prior knowledge
  - Meet their individual needs
  - Equip them with the knowledge and skills necessary to prepare them for the next stage in their education
- School will switch to remote, hybrid or blended learning promptly (within ½ a school day) in the event of:
  - Whole school closure
  - Individual or multiple class self-isolation
  - Individual pupil/family self-isolation
- Pupils will receive feedback where appropriate from their class teacher during usual school hours (8:30am-3:30pm)
- School leaders and class teachers will have an accurate view of pupil engagement with remote learning activities and a view of both individual and whole class performance
- Parents and pupils will have a direct method of contact for class teachers and school leaders to clarify any instructions and receive any necessary support and guidance
- Pupils' access to resources, including the internet, electronic devices and basic stationary will be carefully considered and barriers to accessing learning mitigated to ensure full curriculum access for all pupils

#### Implementation:

- Online – The schools will use
  - Seesaw – with EYFS and KS1
  - Teams – with KS2
  - Google Classroom – KS3 4 5
- % of those not engaging online will be monitored and appropriate actions will follow to ensure the child is safe.
- Simplified Class weekly timetables will be followed during periods of remote learning to ensure all pupils access a full curriculum
- All teachers will produce daily overviews using the agreed whole school format (*see below*)
- The school will provide a daily overview will form a daily lesson timetable for learning both in school and at home, providing clear structure for remote learning.
- Teachers will provide all lesson materials, including worksheets, PowerPoint presentations and video files where appropriate to ensure pupils are able to access learning as it would be delivered in school.
- Teachers will use the relevant platform to share lesson resources with pupils and parents
- Teachers are encouraged to record short video clips modelling strategies and providing verbal explanations of tasks where possible.
- For pupils who are unable to access the internet, class teachers will be responsible for printing and organising all lesson resources or CGP resources.
  - SLT / admin staff will be responsible for ensuring that pupils receive this within 1 school day of receiving it

**Individual Subject Expectations for Primary only:**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Session 1</b> Core					
<b>Session 2</b> Core					
<b>Session 3</b> Foundation					

**Communication & Feedback:**

- Arbor will be used to share important messages with all parents.
- Parents and pupils can use Arbor by which they should use to direct any questions regarding learning
- Class teachers are able to message parents individually via the messaging function or share whole class messages to parents via announcements.
- All messages sent and received via Arbor will be carefully monitored for safeguarding purposes. Any concerns should be shared with DSL/Deputy DSLs immediately
- During periods of school closure and home learning, class teachers will aim to respond to messages between the hours of 8:00am and 4:00pm. Any messages sent and received outside of this time will not be responded to.
- Class teachers will aim to respond to any queries within 24 hours. However, where class teachers are also teaching in school, this may not always be possible
- Via their individual logins, pupils can post their completed work and/or response to set tasks. This will then be viewed by the class teacher
- Where appropriate, feedback will be provided to pupils via the comments section once they have posted their completed work
- Class teachers will provide feedback which seeks to address any emerging misconceptions

**Impact:**

- We will measure the impact of our remote learning provision in the following ways:
  - Pupil voice – pupil questionnaires, self and peer assessment, school parliament etc.
  - Formative teacher assessment – through ongoing questioning, dialogue, written feedback, informal quizzes, practical tasks, day to day work, reasoning
  - Summative assessment – end of period of learning tests etc.
  - Parental feedback – parent questionnaires, parent voice, parent messaging via Arbor.

### Appendix 4 - Platforms

Across our schools we use two key platforms – Teams and Google. These are supplemented for our younger pupils using Seesaw and Tapestry.

	N	R	1	2	3	4	5	6	KS3	KS4	KS5
<b>Corpus Christi</b>	Seesaw Tapestry	Seesaw Tapestry	Seesaw	Seesaw/ Teams	Teams	Teams	Teams	Teams	NA	NA	NA
<b>Good Shepherd</b>	Tapestry	Tapestry	Seesaw	Teams	Teams	Teams	Teams	Teams	NA	NA	NA
<b>Sacred Heart</b>	Tapestry	Seesaw	Seesaw	Seesaw	Teams	Teams	Teams	Teams	NA	NA	NA
<b>SS Peter and Paul</b>	NA	Seesaw (Tapestry only used in school)	Seesaw	Seesaw	Teams	Teams	Teams	Teams	NA	NA	NA
<b>St Gregory</b>	See saw	See saw	Seesaw	Teams	Teams	Teams	Teams	Teams	NA	NA	NA
<b>St John Fisher</b>	Tapestry	Tapestry	Seesaw	Seesaw	Teams	Teams	Teams	Teams	NA	NA	NA
<b>St Patrick</b>	Tapestry	Tapestry	SeeSaw	Teams	Teams	Teams	Teams	Teams	NA	NA	NA
<b>Cardinal Wiseman</b>	NA	NA	NA	NA	NA	NA	NA	NA	Google Classroom	Google Classroom	Google Classroom

## Appendix 5 - Remote education expectations (Updated 30.12.20)

### [Temporary continuity direction](#)

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the **next school day**. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

DfE understands that, thanks to the dedication of teachers and school leaders, the vast majority of schools are already delivering remote education when it is needed and continually improving their provision in line with expectations and emerging best practice. Schools should be aware that any DfE and Ofsted engagement concerning remote provision will always take into account the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, we expect schools to:

- 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
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an [optional template](#) is available to support schools with this expectation

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
  - primary: 3 hours a day, on average, across the school cohort
  - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern

- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to 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

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Schools can find help and support in the [remote education good practice guide](#) and school-led webinars.

### **Special educational needs**

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

### **Vulnerable children**

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

### **Delivering remote education safely**

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning

- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)
- **Remote education support**

Read how you can [get help with remote education](#) for links to a range of support for schools.

This support has been co-designed with schools and will include a range of [school-led webinars](#) and resources intended to share good practice. This is in addition to the video lessons offered by the sector-led Oak National Academy and other providers of quality education resources.

Available support includes peer-to-peer advice and training through the [EdTech Demonstrator programme](#), as well as guidance on how schools can order devices and [get help with technology for remote education](#).