

Date ratified at
Directors Full Board
14 December 2020

Review
TLS Committee



THE MAT MISSION STATEMENT

Our family of schools is united in the belief that God's love, peace, truth, and joy is for all.

We are dedicated to the achievement of excellence in all we do. We cherish the uniqueness of each of our school communities and celebrate together as one Trust family.

By following Jesus' example we bear witness to the greatness of God.

'To think, to feel, to do' Pope Francis

St John the Baptist Catholic MAT

Company No: 7913261

Registered Office: Surrey Street, Norwich NR1 3PB

Remote Education Policy 2020



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Introduction

In line with DfE guidance, each school in the St John the Baptist Catholic MAT is required to have a clear and robust contingency plan in place by the end of September 2020, setting out how schools will deliver remote education to pupils to minimise disruption to learning and ensure continuity of education in the event of future lockdowns or periods of self-isolation.

In keeping with our CMAT mission and values, each school will create a strategy and curriculum that is fit for their school community, but which can also respond flexibly to emerging needs that may present themselves. Remote learning that emphasises interaction, authentic and differentiated learning opportunities will help pupils stay connected to teachers and classmates and ease the transition from traditional to remote learning. Developing consistency for remote learning on which pupils can rely is key as they and their families adapt to unprecedented changes in education and society, in general.

The MAT recognises that delivering remote content is a skill that must be developed, and will support schools in providing the resources and professional development needed for educators to accomplish remote learning. This will include ensuring that teachers are provided with ongoing professional learning to develop their capacity to deliver the remote learning goals, such as developing their expertise in utilising IT or aspects of teaching and learning.

Aims

This Remote Education Policy aims to:

- Support schools' contingency planning, including the development and implementation of remote learning strategies
- Ensure consistency in the approach to remote learning across the MAT for pupils who are not in school
- Set out clear expectations for all schools to ensure that remote learning is of a high quality and aligns as closely as possible with in-school provision
- Promote continuous delivery of an ambitious and broad curriculum, including keeping pupils' spiritual growth, personal development and emotional health and wellbeing at the forefront
- Support effective communication between schools and families
- Maintain the health and well-being of all members of our school communities

Principles

There are some key principles that we expect schools to take into account when planning an effective remote strategy, including:

- Having a clear, consistent and accessible communication plan that prioritises regular pupil contact with trusted school personnel
- In addition to maintaining ongoing communication, schools should ensure that opportunities for positive interaction and regular feedback are provided, as well as access to additional pastoral support if required
- Prioritising supporting pupils' spiritual, social and emotional health and wellbeing, as well as academic growth
- Planning a coherent and well-sequenced curriculum sequence, aligned to each school's curriculum model, that ensures knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Planning a curriculum that ensures access to high-quality online and offline resources
- Ensuring that teaching methods chosen are pedagogically sound, based on evidence-informed principles of effective teaching and learning

- Providing a common platform where pupils can access work and find support and resources (for both online and non-online work)
- Selecting 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
- Providing access to technology, printed resources or home learning packs for pupils who do not have suitable online access
- Ensuring that materials and communications are provided in a way that is accessible to all pupils, including younger pupils or those with additional needs
- Providing explicit support for pupils to enable them to work independently in remote learning situations, both in advance and during periods of home learning
- Establishing effective structures to facilitate ongoing support and professional learning opportunities for teachers to support the planning and implementation of remote learning

Roles and responsibilities

The Directors are responsible for:

- Ensuring that all schools have a business continuity plan in place, which includes contingency plans for remote learning
- Ensuring that all schools have robust risk management procedures in place

The Local Governors are responsible for:

- Monitoring the consistency of the school's approach to providing remote learning to ensure education remains as high quality as possible
- Seeking assurance that remote learning systems are appropriately safe and secure, for both data protection and safeguarding purposes
- Liaising with the Headteacher to ensure the wellbeing of staff

The Headteacher (Executive Headteacher / Headteacher / Head of School) is responsible for:

- Ensuring that there is clear and robust written remote teaching and learning plan in place, which is shared with all relevant stakeholders
- Overseeing the remote learning approach and provision across the school, ensuring that staff, parents and pupils adhere to the relevant policies and agreed procedures
- Ensuring that there are arrangements in place to enable staff to carry out their roles and responsibilities in different scenarios, for example planning and delivering remote learning when some staff may be still be teaching in school
- Monitoring and evaluating the effectiveness and impact of remote teaching and learning and reporting to Governors
- Ensuring that procedures and systems are put into place to manage the risks associated with remote learning
- Monitor the safety and security of remote learning systems, including data protection and safeguarding
- Ensuring relevant training that staff may require is provided

Senior leaders are responsible for:

- Assisting the Headteacher in co-ordinating the remote learning approach across the school, including monitoring of engagement
- Supporting teachers in considering which approaches are best suited to the content they are teaching, as well as the age or needs of the pupils

- Supporting the Headteacher in monitoring the effectiveness of remote learning, for example by meeting with subject leaders and teachers, reviewing work set or gathering feedback from pupils and parents
- Directing the work of Teaching Assistants and other support staff, in conjunction with class teachers

Subject leaders, alongside their teaching responsibilities, be responsible for:

- Working alongside senior leaders to identify any aspects of their subject or the wider curriculum that needs to change to accommodate effective remote learning
- Work with teachers, teaching their subject remotely, to make sure all work set is appropriate and consistent
- Monitoring, with wider SLT, the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely

Teachers are responsible for:

- Establishing and maintaining clear behaviour norms and expectations for remote learning with pupils
- Preparing/coaching pupils in advance for remote learning, for example by modelling how to use online resources or teaching independent learning strategies
- Responding to lack of engagement or other concerns promptly and in accordance with school procedures
- Using the school's agreed platform for sharing remote learning work
- Collectively providing daily learning activities for pupils they teach in the subjects, quantities and delivery methods set out in the school's plan
- Checking, assessing and providing regular feedback on work undertaken, in accordance with school policy, to ensure learning remains responsive

When providing remote learning, teachers must be available during normal (directed time) working hours

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

Some teachers will inevitably have a role to play in their own child's learning, where for individual reasons the child is not able to access the key worker provision that will be provided in a wider lockdown, and in these cases remote learning will need to be adapted to compliment work and parental commitments. In such cases, the teacher should inform the Headteacher to agree a suitable timetable.

Teaching Assistants are responsible for:

- Supporting pupils as directed by the teacher or SLT
- Attending virtual meetings with staff, parents and pupils

When assisting with remote learning, teaching assistants and other support staff must be available during their normal school working hours.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

The Designated Safeguarding Lead (DSL) is responsible for:

- Managing and dealing with all safeguarding concerns.

Each school has an up to date Safeguarding and Child protection Policy which details the roles and responsibilities of the DSL.

Schools will ensure that all staff have access to a trained DSL. Ideally a trained DSL (or Deputy) will be available on site. Where this cannot be achieved, a DSL (or Deputy) will be available by phone or online video call – for example when working from home.

The SENCO is responsible for:

- Liaising with teachers (and IT Technicians) to ensure that work provided for pupils, including the technology used for remote learning, is accessible to all pupils and that reasonable adjustments are made where appropriate
- Supporting staff with planning and resources, to ensure pupils are supported with their learning
- Leading the liaison for pupils with SEND, their families and external agencies and professionals
- Ensuring that pupils with EHCPs continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHCPs as appropriate

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants or adults at home
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise unable to complete work
- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc;
- Seek help from the school if they need it
- Be respectful when making any requests, complaints or concerns known to staff
- Contact the school according to the times and methods as set out in the schools' Remote Learning Strategy and/or guidance to parents
- At a high school level, not interact with the teacher/class during live delivery but ensure the students engages independently.

Data protection

All members of staff in MAT schools are responsible for adhering to the St John the Baptist Data Protection Policy, as well as related school protocols, including:

- Using online sharing tools and learning platforms that have been approved by the school
- Using official school emails for all communication
- Ensuring security and integrity of devices at all times, for example by keeping them password protected
- Sensitive data will only be transferred between devices if necessary to do so for the purpose of remote teaching and learning
- Any data transferred will be encrypted or have other data protection measures in place, so that it remains safe until recovered if lost
- Any breach of confidentiality will be dealt with in accordance with the MAT policy

Safeguarding

St John the Baptist Catholic MAT is committed to ensuring the safety and wellbeing of all pupils. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Where staff have a concern about a child, they should continue to follow the process outlined in their school Safeguarding Policy, which includes making a report via CPOMS, which can be done remotely. Each policy has an addendum ('Safeguarding and Child Protection Arrangements during school closure due to COVID-19), which includes specific guidance and procedures for ensuring the safety and wellbeing of pupils when learning from home, including online safety.

Monitoring Arrangements

This policy will be reviewed annually by the St John the Baptist Catholic MAT Board of Directors. At every review, it will be approved and shared with all CMAT schools

Links with other policies and guidelines

This policy is linked St John the Baptist Catholic MAT policies and individual school policies. Linked MAT policies include:

- [SJB CMAT Data Protection Policy and privacy notices](#)
- [SJB CMAT Online Safety and Acceptable Use Policy](#)
- [SJB CMAT Guidelines for developing a Remote Teaching and Learning Strategy](#)
- [SJB CMAT Essential Principles of Remote Teaching and Learning](#)
- [SJB CMAT Remote Teaching and Learning Strategy Checklist](#)
- [DfE Remote Education good practice guidance](#)
- [EEF Remote Teaching Rapid Assessment Summary](#)
- [NSPCC Undertaking Remote Teaching Safely](#)
- [DfE Safeguarding and Remote Education During Coronavirus](#)