All Saints' Catholic Voluntary Academy
Remote Learning Policy

Mission Statement

We will care for each other and treat each other with respect, recognising the uniqueness, diversity and dignity of each person in our community. We will challenge each other to set and achieve the highest goals in academic subjects and personal development. Each day we will all strive to create a welcoming environment for each student with the love of Christ at its centre. Above all, we will actively grow in faith by seeking to know Jesus Christ and His holy Catholic Church, so that through prayer, working for justice and peace, and all we say and do, we will be his witness to the world.

This Policy was approved and adopted by the Academy on:	March 2022
Last Policy Review date:	August 2026
Reviewer:	Hayley Kempin
Next Review Date:	August 2027

Introduction

The following remote learning policy outlines the steps that should be taken to ensure that students are able to access appropriate learning opportunities, in the unlikely event that the school needs to close for a specified period, or where circumstances mean that students cannot physically access their lessons in school. It is expected that this policy will be utilised if the school has to close due to government advice on public health issues (e.g. Covid-19 pandemic), extreme weather events or other unforeseen circumstances. The policy may also be referred to when the school is open, but a child cannot access their lessons due to mental or physical health barriers (e.g. injuries / disabilities that prevent them from physically accessing their classes), meaning that a child has to access lessons from the John Paul Centre, or at home.

The principal aim of the school is to protect the safety and wellbeing of students, whilst also being fully committed to providing a broad, balanced and engaging curriculum for our students, involving face-to-face contact with teachers wherever possible, recognising that this is the most effective way to support learning. The policy has also been developed considering staff workload and ensuring that the demands on teachers are fair and reasonable.

Procedures for when the school needs to close

In the extremely unlikely event that the school needs to close due to weather, public health issues, or other unforeseen circumstances, the following chain of action will be initiated -:

- Parents / guardians will be informed of the need to close the school. If the school is to remain open to vulnerable students, the relevant parents / guardians will be notified.
- On the <u>first</u> day of school closure, students will be set work through the VLE. Students can access this through their school account and should access the work for each lesson, ideally at the times when their lessons should take place, if in school as normal. Teachers will set work for each lesson that should take 55 minutes to complete. Student should check their school email frequently during the first day of school closure, so they can access any email communication and instructions on how to complete the work from their teachers.
- If the school closure is going to extend into a second day or longer, the means of delivery will change to online lessons via Teams. Students will be sent information on how they can access online lessons during the first day of school closure and they can access this through their school email address. Students will also have been shown how to access online lessons via Teams, through tutor presentations.
- On the second day of closure and for any further days of school closure, students are to access online lessons through the method shown on appendix 1 of this policy. The expectations of student and teacher conduct are outlined within this policy, along with the permissions that need to be provided by parents / guardians at the start of the academic year.
- The protocol for on-line remote lessons will be followed, as outlined in the following sections. Students are to attend their on-line lessons, which will follow their usual timetable pattern. Registers will be taken by the teacher, so attendance at the on-line sessions can be monitored.

Students accessing lessons from the John Paul Centre

Students who drop in to the John Paul Centre or the Francis Centre (X1) for time out will be provided with revision work from their All Saints' Absolutes, or asked to work from online resources e.g. Dr Frost.

Students who are in the JPC or TFC for a longer period of time will be expected to follow the learning taking place in lessons as much as possible.

Staff should:

- Check the bulletin sent out on a Monday morning to see if any students they teach are in the John Paul Centre or The Francis Centre and will need work.

- Students in the John Paul Centre will send an email to staff to let them know they are there and ask for work to be sent to them or to be invited to join online lessons through Teams.
- Staff, where possible, should send work to students via their school email address, or take work directly to the students. Staff may choose to send a Teams link to invite the student to access the lesson online.
- If students do not get any work sent, then an ambassador will come to the classroom to collect work for the students.

Protocol for on-line remote lessons

***Students will*:**

1. Be appropriately clothed – not in nightwear etc.
2. Be in a communal area of the house, e.g. lounge, dining room, kitchen.
3. Have appropriate equipment required.
4. Join 1 minute before the start time – the Teacher will admit the student as soon as they are ready.
5. Only contact teaching staff via the student's school email address with questions about the work or to submit work that has been specifically requested by the teacher.
6. Students will not save and upload resources to any other online platform or comment on the resources provided on a public platform. Any behaviour that contravenes this expectation, will result in students having access to remote learning opportunities removed and the Behaviour for Learning Policy applied where appropriate.
7. Students should use the chat function within the subject groups on Teams to ask any questions they have, relevant to the lesson activities in that academic week. Questions must be focused on the learning activities and any use of chat function on Teams to make inappropriate comments, will not be tolerated and will result in the removal of students from remote learning activities. The Behaviour for Learning Policy will be applied where appropriate.
8. Students must only use the subject Teams groups, or a teacher's school email address, to communicate with teachers about the learning activities set. Teams groups facilitated through All Saints' are not to be used as a social media platform under any circumstances.

   (If the teacher has any concerns that any of the above are not in place, they will end the session with immediate effect)

9. Given that the remote learning approach has been used before and students should now be familiar with the procedures, it is expected that students send in work to be assessed when a teacher requests this. Access to school rewards at the end of the year, including the end of year leavers package for Year 11 students, is linked to attendance to lessons delivered remotely and to the appropriate completion of work when set.

10. In the event that any individual lesson is not available online, for example highly practical lessons such as some aspects of PE, Science and Drama, then the student shall study via the VLE. In the event that the VLE is not available then they shall revise from their Absolutes booklet.

***Parent(s)/Carer(s) will*:**

1. Receive a letter/email asking for their consent to allow their child/ren to take part in the on-line group session.

2. Be asked to read a copy of Our Lady of Lourdes Safeguarding policy, this can be found on the All Saints' school website. There is an 'Addendum' to the Safeguarding policy in place for the current school closure and this can also be found on the above website.

3. Contact the Head Teacher and schools Senior Designated Safeguarding Lead (DSL) within 28 days of the lesson taking place if they have any concerns about the lesson or A. Fawley (Trust Safeguarding Lead (fawley.a@allsaints.notts.sch.uk).

4. Ensure that consent has been given in writing where no parent(s)/carer(s) will be present for on-line remote group sessions; this is for any pupils under the age of 18 and who attend Secondary school.

5. Be responsible for the behaviour of their child during the on-line remote session.

6. Regularly check in with their child whilst they are accessing the live lessons, to ensure they are using Teams in an appropriate manner.

7. Speak to their child about appropriate conduct regarding the use of Teams and explain the importance of participating in those lesson to support their progress.

8. Not make any negative comments on group 'chats' or other social media platforms. Any concerns should be raised separately with their child's Headteacher.

9. Need to contact school, as soon as possible, if your child does not have access to a computer and / or internet access. This will allow the school to arrange for work to be sent via alternative means.

***Staff will*:**

1. Arrange the lessons in advance and create the meeting in relevant system (Microsoft Teams Calendar). Another staff member should be invited to the meeting, either on a group basis, or individual staff member.

2. Change the meeting details to only allow the host to present.

3. Any safeguarding issues arising during the session will be shared with the schools DSL and Headteacher; teachers reserve the right to terminate the remote group sessions for safeguarding or behaviour concerns.

4. Be appropriately clothed for the lesson.

5. Be in a communal area e.g. lounge, dining room, kitchen.

6. Have any equipment required for the session ready.

7. Use appropriate professional language throughout the session.

***The On-Line Session*:**

1. Staff will initially mute all - staff can use this to temporarily mute people at any time during the session. Staff can also remove people from the meeting from view if needed.

2. Join the lesson 5 minutes before it is due to start to ensure that the safeguarding settings are in place, these may differ based on software used but as a basis:
    a. Background is on 'blur' or your environment is suitably sterile.
    b. Record is on.

3. The staff member will set the lesson to 'record' and where possible disable participants webcams.

4. When the students join, the staff member will then admit each student to the on-line group session from the lobby or welcome the student if directly admitted as part of the organisation.

5. At this point, the staff member will ask for verbal confirmation that the students are ready for the on-line group session and have met the expectations; verbal confirmation from an adult is preferable for all Secondary students under 18 and essential for Primary school students.

6. Once confirmation has been received, the staff member will start the lesson. If at any point during the lesson the staff member feels uncomfortable, they will disable the video, or remove the participant and potentially abandon the lesson; any concerns will be reported to the Head teacher.

7. If there are any on-going behaviour issues during the on-line session, the student may need removing from the meeting, or the whole meeting may need to be ended and restarted without the offending student. Any students that engage in behaviour that acts as a barrier to the learning of others or contravenes the school behaviour policy, will be sanctioned in line with the school behaviour policy.

8. At the end of the meeting, the member of staff will remove all people from the meeting.

Expectations on the quality of work set for students working remotely from home if online live lessons are not available.

1. Lessons will be planned in line with the expectations outlined on departmental Statements of Intent and relevant Schemes of Learning.

2. Where departments are collaborating on the creation of resources, the Curriculum Leader or relevant TLR holder will clearly indicate which staff members are responsible for leading on particular areas in relation to year groups and topics.

3. Lessons will be made available to students through the VLE platform within the school.

4. Lessons will include a range of activities with relevant supplementary resources available for students to access via the VLE.

5. Instructions will be clear and any subject specific or technical language will be explained to support students and parents.

6. Where students or parents have contacted teaching staff using their school email with questions about the nature of the work set, teachers will respond in a timely manner attempting to resolve any issues.
7. Answers and /or mark schemes to the questions and activities will be provided. These may be delivered alongside lesson resources or in a staggered fashion to allow students to attempt activities and later check their work.

8. Where pieces of work are set where students need to write in depth, relevant models and / or scaffolds will be provided to support students in how to structure the work to the required standard.

9. The provision of checklists or worked examples is also recommended, where needed, to help students compare the quality of their work against the expected standard.

10. In addition to the aforementioned support given through modelling, scaffolding and / or checklists, extension activities or the need to apply learning to different contexts may be provided to allow students to demonstrate greater understanding.

11. When using electronic platforms (such as Dr Frost Maths) or websites to guide learning, clear instructions on where information can be found will be given and teachers will double check that all links work.

12. Time guidance regarding activities should also be given.

13. Teachers will indicate if any pieces of work need submitting by students via their school email address.

14. Teachers will only respond to student and parent questions regarding work during normal school hours: 8:30 until 15.30pm. This will be done via school email addresses and never personal email addresses.

15. Teachers will not communicate with students or parents for any reasons other than responding to questions about the work on the VLE. No communication with parents or students will take place via personal social media accounts, namely WhatsApp and Facebook.

Using platforms safety

The information below is taken from the National Cyber Security Centre website - www.ncsc.gov.uk

Home learning: advice for parents and carers
How to set up (and use) second-hand devices for online home learning.

- With home learning now standard for many families, you may have bought (or been given) a second-hand laptop, tablet, or smartphone. This blogpost explains what you should do **before you start using any of these devices** for home learning (or any other online activities).

Reset the second-hand device before you start using it

- Once you've received your second-hand device, erase all the data on it so your child doesn't inadvertently see any of the previous owner's data. To do this, you need to run a 'factory reset' (the exact name of this feature will depend on which type of device you have). This will delete all the previous owner's data (including their messages, contacts, photographs, browsing history, Wi-Fi codes, passwords, and any apps they've installed). It will also ensure that your device is in the best possible state before you start using it.
- To reset your second-hand device, you may need to refer to the manufacturer's website, as the procedure will vary between different models. To get you started, we've included links to the major phone and computer manufacturers.
- Reset your Android device to factory settings
- Erase your iPhone, iPad or iPod touch
- Reset your Chromebook to factory settings
- Start afresh with a clean installation of Windows 10
- How to restore macOS
- If you've received a second-hand device from your child's school, it should be ready to use straight away without performing a reset, but if you've any concerns or need any help, contact the school.
- If you're already using a second-hand device, but you haven't yet performed a factory reset, don't worry. We'd encourage you to make a backup of any important information as soon as you can, and then reset the device.

Keep all your devices up to date
Don't put off applying updates to your apps and your device's software. These updates include protection from viruses and other kinds of malware. Updating your devices when prompted (for both new and second-hand models) fixes security issues, and helps keep hackers out. Where possible, turn on automatic updates in your device settings, so you don't have to remember to manually update them.

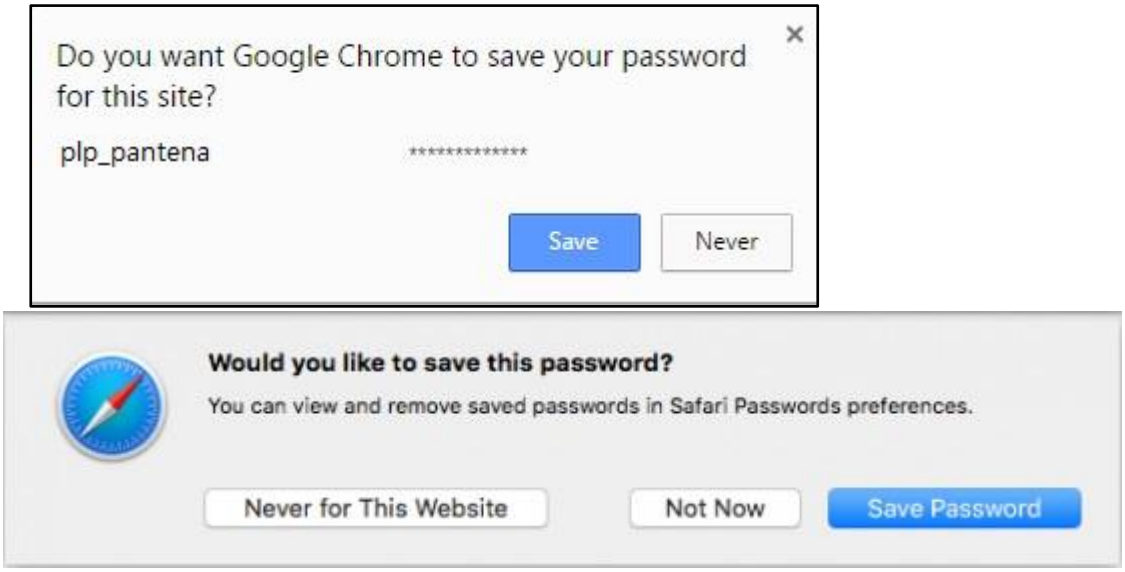
Use strong passwords, and look after them

To access the school learning tool, your child will probably have been issued a password by their school. Whilst you may not be able to alter this password, you **can** make sure that the device they use is protected by a strong password. Setting up a password (or a fingerprint, PIN, screen-pattern or face recognition) will also help keep your device safe.

Avoid using passwords that are easy to guess (like '**passw0rd**'), and don't re-use them across different accounts. Of course most of us have *lots* of online accounts, so creating different passwords for all of them (and remembering them) is difficult. However, to make this easier, you can:

- write all your passwords on a piece of paper and keep it somewhere safe (and away from your computer)

- allow your browser to save your passwords for you - **it's safe for you to save them when you're asked**:



It's safe to let browsers save your passwords.

Set up two factor authentication

Many online accounts and services allow you to set up two factor authentication (2FA), which means that even if a hacker knows your password, they won't be able to access your accounts. It usually works by sending you a PIN or code (often sent by SMS), which you'll then have to enter to prove that it's really you. If you're given the option, it's worth taking the time to set up 2FA; it only takes a few minutes, and you're much safer online as a result.

Using video conferencing safely

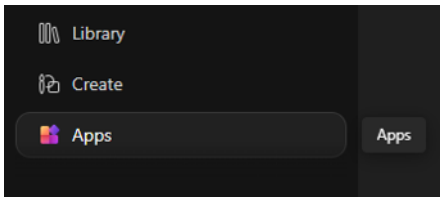
Following the COVID-19 lockdown means many of used to using video calls to stay in touch with family and friends. Video conferencing is also used extensively for home learning. Even if you are familiar with video conferencing, we recommend you take a moment to check you're using it safely.

All Saints' Academy uses Teams for remote learning, please refer to appendix 1 for instructions regarding how to access it.

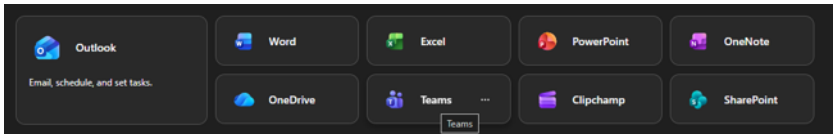
Appendix 1

1.Log into https://www.office.com/ using school email

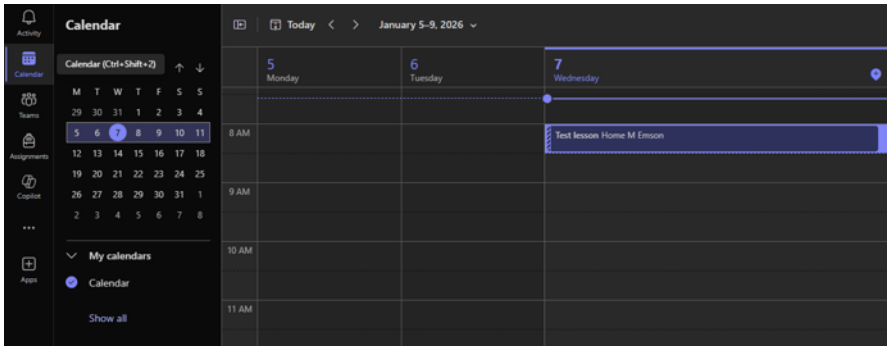
2.Locate Apps on left side and open



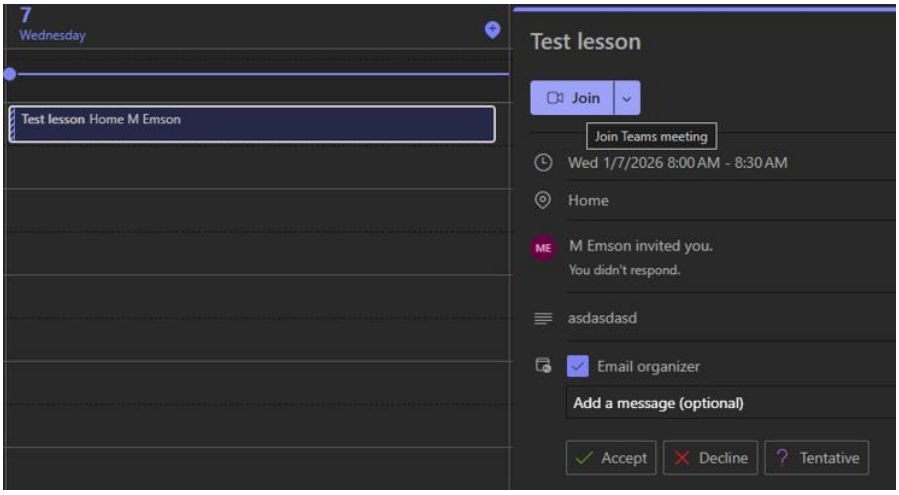
3.Find Teams and open.

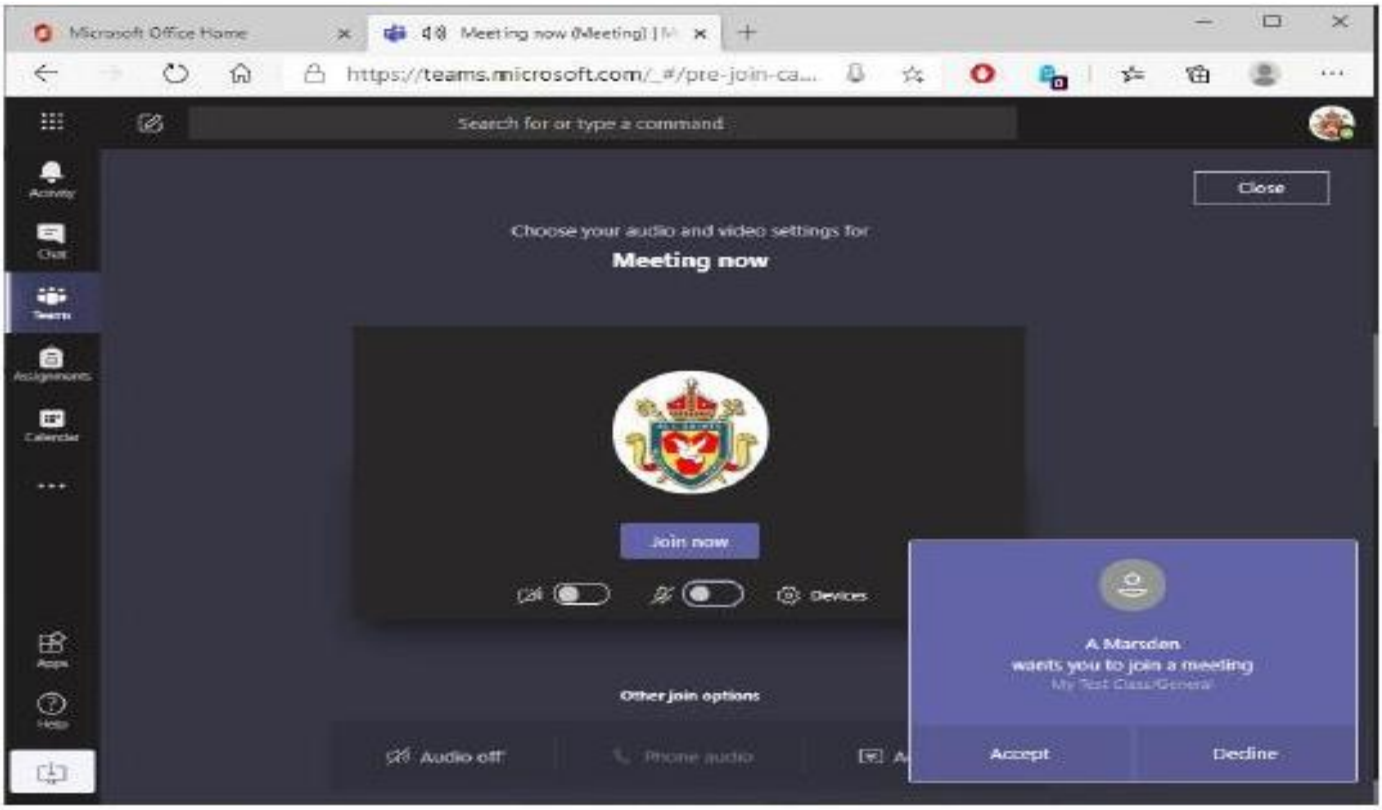


4.Open Calander on left side and see lessons for the day.



5.Open correct lesson and join





Please click on the **camera** and **microphone** icons (below the Join button) to turn **OFF your camera and microphone**. You can turn your microphone on later if you wish to talk to the teacher. When you are ready click Join Now to enter the meeting.

While the teacher is getting the lesson ready, you may see this screen. Click on **Accept** and **Join Now** to start the lesson.

