Maria Fidelis
Catholic School FCJ

Remote Learning Policy	
Committee	Curriculum
Author	S Masud
Approved By Governing Body	21st January 2021
Frequency of Review	Under constant review based on government updates
Next review Date	June 2021

The FCJ Schools' Vision

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

Background

This policy is to ensure the on-going education of Maria Fidelis students under any closure. This policy will future-proof against closures that could happen at any time: due to school closure from illness, extreme weather, power-loss, etc. It also covers the on-going education of students who cannot be in school but are able to continue with their education when the school remains fully open.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies as detailed in the school document: 'Remote Learning Protocol'.

Remote Learning Lead

Ms Masud is responsible for formulating and overseeing the Remote Learning Policy at Maria Fidelis. Any questions about the operation of this policy or any concerns about the viability of any part of this policy should be addressed to her in the first instance.

Live sessions

Teachers will be available live online at the time they would have delivered their lesson so that they can answer any questions from pupils using the comments section on Google Classroom.

Staff will add oral explanations to some part of their lesson resources, e.g. by adding their voice recordings to PowerPoints or by recording their lesson on Loom. Where staff have not added oral explanations, they will be available via Zoom or Google Meet to answer any questions.

Students will be advised that if they contact staff outside of scheduled lessons, staff will reply during the next scheduled lesson.

Although many staff are already doing so, from the 18th of January, all staff will include teaching via Zoom or Google Meet at least once a fortnight.

We have found this combination of teaching via Zoom/Google Meet, videos recorded by staff, oral explanations on PowerPoints and being available during lesson time has been best for our students as it not only allows them to get 1:1 feedback, but also takes into account the fact that students work at different paces and in different circumstances.

Teachers who wish to use Google Meet or Zoom must follow safeguarding protocols; *please see the addendum to the safeguarding policy, sections 12 and 13, in appendix one at the end of this document.*

The setting of tasks

Subject areas will provide work in line with students' timetables through Google Classroom. As far as possible, tasks will be set in accordance with existing schemes of work, but will take into account the fact that students will not be able to cover the same volume of work at home as they do in class. Staff may also change the order of the topics they teach, for example to promote engagement or to help with understanding.

Adaptations will be needed in some subjects, for example, practical subjects such as Technology, PE, Performing Arts and where practicals are delivered in Science.

Where teachers are using pre-recorded teaching such as through Oak National Academy Lessons or on websites such as Hegarty Maths or Seneca, these will be used to supplement learning rather than substitute lessons from teachers.

The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

Teachers will set tasks using Google Classroom and it is the responsibility of teachers and students to ensure they know how to use this functionality effectively (instructions are made available separately with training sessions available for both staff and students).

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment home, or for parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. Science or Art).

Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home: online textbooks are helpful in this regard. Teachers will make no presumption of the student's ability to print at home.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. 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.

Staff are to continue to provide detailed individual feedback to students according to the marking policy: once a fortnight.

In addition, staff are to set at least one task a week on Google Classroom as an assignment which enables them to view completed work and comment on the effort of students.

Assessed work will be set via Google Classroom with clear due dates given to students for completion, thereby helping students to organise their time.

Teachers should keep accurate records of all work completed, submitted and assessed.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Head of Year.

Monitoring

Students

If students are not engaging with Google Classroom, in the first instance staff are to message them on Google Classroom to see if there are any issues. If students have completed no, or little, work by the end of the week, staff should log this information on One Drive. Miss Masud will check which students are not engaging with Google Classroom. If a student is not engaging in a number of lessons, either the Head of Year or relevant member of SLT will phone home.

Teachers

Teachers should include Heads of Department or line-managers and Heads of Year in the classroom to allow them to monitor and support as required. In order to ensure teachers are able to perform the expectations outlined above, the school will provide a range of training opportunities. Teachers should ensure that they have looked through specific instructions, watched 'walkthroughs' and attended teacher-training sessions.

If teachers require further support with any aspects of remote learning, they are encouraged to consult their line managers.

Heads of Department

In order that we are providing a consistent approach, Heads of Department are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. Heads of Department will monitor tasks and feedback as agreed with their line-manager.

Heads of Department will liaise with the Assistant Head – Teaching and Learning (Ms Masud) to ensure consistency and raise concerns.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes.

Heads of Year

Heads of Year will monitor the work of key identified students and the More Able Lead Co-ordinator will monitor the quality of provision for More Able students.

Staff should be available during usual school hours. There is no expectation for colleagues to read or respond to emails after usual school hours although responses should be made to electronic messages within two working days in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via official school channels (school email or on Google Classroom), and not through personal accounts or other websites.

Support for students with SEND/EAL

Teachers should ensure that work is differentiated for SEND/EAL students.

Staff are not expected to create specific Google Classroom pages for SEND students; they will join the same classrooms as others on their timetable. Staff should simply upload the

work as usual, but only select the SEND students' names when assigning the differentiated material/assignment.

Profiles are available for SEND students and advice can be sought from the SEND Department or EAL coordinator. In addition, the SEND Department will maintain contact with students on their lists requiring regular support, by email or phone with parents/students and feedback to teachers if required.

Students with an EHCP will be will be offered a Google Classroom training session and the opportunity to access remote learning in school where a TA will be available to support their learning.

Pastoral care during a school closure

In the event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, the pastoral team should check in regularly with students in their year-group to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to Heads of Year, particularly if there are concerns or a lack of communication: see the monitoring section above.

Vulnerable children not attending school will be contacted at least weekly to check on their safety and wellbeing; *please see the addendum to the Safeguarding Policy, section 6, in appendix two at the end of this document.*

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead Mr Anthony – manthony6.202@lqflmail.org

Signed by Chair of Governors:........𝑀. Tondelli..........

Modesto Tondelli

Date:........21/01/21..............

Appendix One – taken from the Covid-19 addendum to the Safeguarding Policy

12. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

See section 13 below for information on how we will support pupils' mental health.

13. Online safety

Children are likely to be spending more time online during this period. This section outlines our approach to online safety both in and outside school.

13.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school and our IT staff are contactable remotely if they are unavailable in school.

13.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing Code of Conduct and IT Acceptable Use Policy. All Google Classrooms set up within school have a linked monitoring account, so that all communications can be checked by a senior member of staff. Where lessons are filmed or streamed live, the following guidelines must be followed:

• No 1:1s, groups only

• Staff and children must wear suitable clothing, as should anyone else in the household.

• Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred, if possible.

• Any conferences (Zoom, Microsoft Teams, Skype) must be set up with a password if possible, to reduce the chance of hacking.

• Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.

• Language must be professional and appropriate, including any family members in the background.

• Staff must only use approved platforms to communicate with pupils (eg LGfL, Google Classroom)

• Staff should record the length, time, date and attendance of any sessions held.

Appendix Two - taken from the Covid-19 addendum to the Safeguarding Policy

6. Vulnerable children

Where there is a partial or full closure of the school, there is an expectation that vulnerable children who have a social worker and children of parents whose work is critical to the

COVID-19 response will attend school, so long as they do not have underlying health conditions that put them at risk.

Vulnerable children include children who are supported by social care and those with safeguarding and welfare needs, including those with child in need plans or child protection plans, looked after children, young carers, disabled children and those with education, health and care (EHC) plans. The school leadership team may also want to include other children facing social difficulties.

Parents whose work is critical to the COVID-19 response include those who work in health and social care and in other key sectors.

Eligibility for free school meals in itself should not be the determining factor in assessing vulnerability.

The school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head for looked-after and previously looked-after children.