'Unlocking belief in All'

ST JOSEPH'S CATHOLIC HIGH SCHOOL

REMOTE LEARNING POLICY 2021-2022

Date of Review: September 2021

Next Review: September 2022
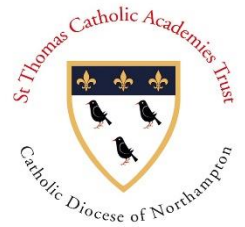
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Introduction

Aims

Under the Coronavirus Act 2020 it is now a statutory requirement for all schools to provide remote learning for all students who are self-isolating:

'Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from Thursday 22 October 202'0

St Joseph's has implemented a remote learning plan so all our students can still receive an outstanding education. This is particularly important for the continuity of pupils' education and their own wellbeing in providing opportunities for them to interact in what, for everyone, will be a period of isolation and uncertainty.
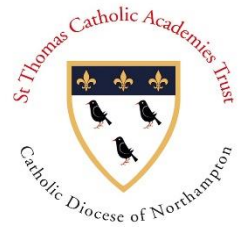
Section 1 - Approach

General Code of Conduct

Our guiding principle is to deliver live lessons over Microsoft Teams in line with the normal school timetable, adhering to break and lunch times, but reducing the length of each online lesson from 60 to 45 minutes to reduce the overall amount of screen time students are expected to participate in each day.

St Joseph's uses Microsoft Teams, ClassCharts and, in some instances, Loom videos to allow classes, from Year 7 to 13, to continue their lessons from home.

Microsoft Teams allows video, calls and live lessons for students to interact in along with document sharing all in one place which keeps all files together for pupils.

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ClassCharts also allows document sharing such as PPT and Word so staff can upload work to students to access required resources.

In some circumstances where live teaching is not possible, Loom videos will be used so staff can record their lessons with explanation over a PPT and gives a little more flexibility for students to access.

In the event of the school being notified that a student is self-isolating a designated member of staff will liaise with subject teachers in order to ensure lessons are provided so remote learning can take place for that individual/students.
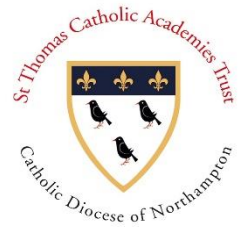
Each subject teacher logs onto Teams or posts work and instructions/guides at the beginning of the lesson (or ensure they have recorded a video or written guide in advance of the lesson) taking into account safeguarding guidance found below.

The teacher will provide an overview of the lessons which will contain the following:

1. Description about the work to be covered that lesson/week.
2. Links to resources or files that support the learning being done (video files are also encouraged). MS Word / PowerPoint, PDFs and recommended software can be uploaded directly onto Teams or ClassCharts.
3. Ideally teachers will provide 45mins guidance via video link on teams for all students throughout the lesson. Live lessons may not always be possible possible for teachers and pupils so 'Loom' lessons may be provided between 15-30mins guidance. Both forms of lessons provided will be recorded and saved video can be watched by pupils later.

All deadlines for work should remain on Teams and ClassCharts for simplicity and so parents can remain informed. Teams and ClassCharts will become the main locations for school work – Teams for having support and resources from the teacher, ClassCharts to upload and provide relevant resources and set homework in line with the school policy. Work is submitted by pupils and returned by teachers via the 'class notebook' section of Teams or emailed through to their class teacher.

It should be noted that some teachers have childcare commitments or are working as part of looking after keyworker children. If the teacher was not available during the lesson time, they would need to state when else they were free during the week.

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Supporting children not in school

St Joseph's Catholic High School is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

St Joseph's Catholic High School and its DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The schools will share safeguarding messages on their websites and social media pages.

St Joseph's Catholic High School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers within the school need to be aware of this in setting expectations of pupils' work where they are at home.

St Joseph's Catholic High School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Guidance on the amount of work

St Joseph's recognises that students will be having to use IT, organise themselves and share material/resources with siblings etc. We have reasonable expectations about what can be
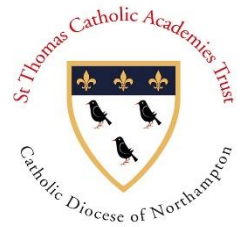
done. No more than 45 minutes compulsory work will be set per lesson (more will be available as extension). As when pupils are in school, this may be combined over multiple lessons over the week if a longer piece or project is expected. St Joseph's will take into consideration each individual's specific abilities into consideration and differentiate work as far as possible. Feedback still broadly follows the policy of Think Pink: Go Green. PE will be offered during lessons at the normal time via Teams or Looms for all year groups. St Joseph's

will continue to provide challenges and other activities to the pupils beyond timetabled lessons. This will develop over time.

Teachers will register students by each lesson on ClassCharts as per normal practice. Where attendance raises concern parents will be contacted.

There will be a formal 'check in' time with tutors each morning at 8.30am. Tutors have a Team with their tutees in order to do this. The register will be done in our 'am' register on ClassCharts. Tutees would have to post something in the Team by 8.30am so the tutor could then take the register of who had been on in that morning.

Teams is available as a phone / tablet app if accessing a PC/laptop makes this difficult for pupils. If any pupils have difficulties with this they can also send their tutor an email.

Advice is included below about the use of online material, particularly video conferencing. As the School continues with its online learning model, it is mindful of child protection practices in regards to communication and safeguarding online. This policy does not replace the Safeguarding Policy in the school and should be read in conjunction with it.

Should anyone have any concerns or discomfort with pupil online communication please report this to the Designated Safeguarding Lead (Miss Sophie Cheston) s.cheston@st-josephs.slough.sch.uk

Specific questions related to school closure should not be answered by teachers. This will always be communicated directly to parents by Mr Stapleton by letters sent home and announcements in our weekly newsletter.

In order for our remote learning policy to work effectively the following should be seen:

Students should:

1. Check their school e-mail and ClassCharts account every day and 'check in' with their tutor once per day by way of a short message on their form's Microsoft Team.
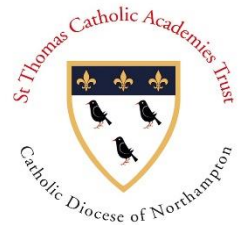
2. Log onto Microsoft Teams for their lesson to hear/read instructions and guidance. Otherwise, they are to look at the information provided on ClassCharts/class Teams page for what to do.

3. Complete the tasks given within a 45-minute timeframe (per subject lesson each day).

4. Complete the assigned work within the timeframe given by the teacher set on Teams or Loom and upload their work to the allocated platform (class notebook) within the timeframe given.

5. Contact teachers by e-mail before the next class if there are any problems or questions.

6. Complete the work ensuring academic honesty and avoiding plagiarism.

7. Treat remote learning the same as classroom learning: the same behaviour as is expected as in school.

8. Be aware that all communication on Teams is recorded and use classroom appropriate language, avoiding 'text speak' and ensuring that they are polite and courteous at all times. Teams is only to be used for academic work and not social communication.

9. Only communicate through approved channels such as Office 365 and Teams. If a pupil is concerned, they should contact a teacher or responsible adult.

10. Not share their password or sensitive information with others.

Teachers should:

1. Use email, ClassCharts and Microsoft Teams as the primary mode of communication between pupils, parents and teachers. If teachers need to call using their own mobile, they should ensure their number is withheld.

2. Follow their school timetable and provide information and guides at the start of each lesson (video is encouraged) and be on Teams for the duration of the lesson to the extent that this is possible. If a teacher cannot be on Teams during a lesson, they need to make clear to their class when they will be accessible.

3. Keep to a 48-hour response time to answer pupil/parent emails and questions.

4. Not communicate (video, email or otherwise) outside of 8am-6pm with pupils unless in an emergency situation.

5. Use a variety of platforms for online instruction; however, it is advised to limit these to ones already in use, such as Office 365 and Teams, with which pupils will become familiar.
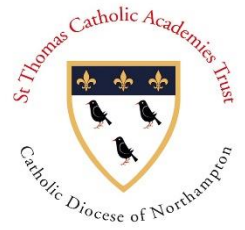
6. Consider ways of pupils accessing and completing work without having to use IT.

7. Collaborate with other teachers so pupils in the same classes have similar experiences, regardless of the teacher.

8. Keep themselves available as much as possible on Teams during the working week (pro-rata for part-time staff)

9. Be ready for registration each morning for pupils in their class by 8.30am Monday to Friday via Teams with each pupil, or groups of pupils each week. 'Check in' to see how pupils are doing, if they need help, to stay connected and say hello. Be creative, be fun and be supportive. The aim is to strengthen the relationships and 'stay connected'.

10. Follow up on any pupil having issues accessing or completing online learning. This should be done with the pupil in the first instance. If nothing is heard for two consecutive school days, then the tutor will inform the Head of Year. 11.

Parents should:

1. Familiarise themselves with this policy and ensure their child is also aware.

2. Support all learning tasks as appropriate and monitor their child's online activity.

3. Communicate with teachers when a problem occurs during the tasks allocated.

4. Provide the tools needed to complete online learning as far as possible e.g. computer or iPad, internet connection.

5. Help to provide structure for their child by keeping to the school lesson times as much as possible.

6. Communicate with the Tutor and Head of Year if there is a concern with the health and wellbeing of the pupil.

7. Check e-mail regularly to ensure all communication is read and responded to as needed.

Learning support assistants (LSA) /English additional language (EAL) teachers will still be able to deliver small group sessions, where possible.

IT Helpdesk: IT is available to support teachers and pupils access the software and online resources needed for online learning.

Careers: Ms Cheston is available to be contacted by email on:
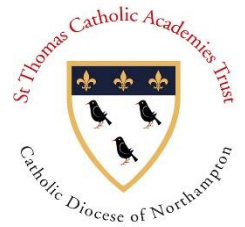
should any pupil wish to discuss any future thoughts, plans or queries and how to research them with her. Pupils should check school emails regularly as she will be forwarding any opportunities for courses, online work experience, apprenticeships etc. to the relevant year groups.

Missing or Incomplete Work Protocol:

We understand that work may be difficult to complete in times of lockdown. If this is the case, parents and/or pupils can inform their tutor or class teacher.

1. If a pupil is missing work or has not completed work properly, teachers will email the pupil and parents detailing the concern.

2. If work is still missing (after another 48 hours) or there hasn't been a reply, teachers to inform the Head of Year and Tutor who will have the appropriate details to continue contact.

3. If work is still not provided then a letter will be sent to the pupil and parents outlining our protocol and offering support.

4. All teachers are encouraged to conference call individual pupils and small groups to check in, catch up and facilitate instructions and discussions.

5. If delivering lessons from home, all should be aware of material that may be visible in the background.

6. All participants should avoid revealing personal teacher information or other sensitive data.

7. All pupils and teachers that can be seen during a remote learning lesson should also be properly dressed and in a suitable, public location (such as a kitchen or living room) and not in a bedroom.

8. Video calls to one pupil should not be made unless a parent/guardian is present or is aware of the call.

9. We encourage students to have their cameras on to facilitate maximum participation during online lessons. Students and staff are to remember that photographs of individuals
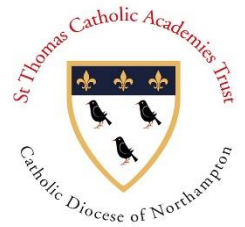
(staff or other pupils) are personal data, therefore screenshots of other members of the online learning environment cannot be taken and cannot be used.

10. If a call is recorded, all participants should be made aware.

11. All teachers delivering virtual lessons should log out at the end of the session.

Online safety at St Joseph's Catholic High School

St Joseph's Catholic High School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place. Children and online safety away from school.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the school's Safeguarding & Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's Staff Code of Conduct.

St Joseph's Catholic High School will ensure any use of online learning tools and systems, is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- 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.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
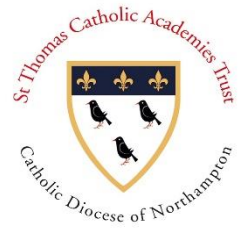
- Live classes should be kept to a 45 minutes, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by St Joseph's Catholic High School to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held.

We expect our students to be in the right place at the right time, doing the right thing. We have clear expectations of students outside of lessons in order to ensure their conduct is orderly and safe at all time.

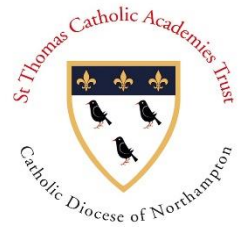## Section 2 - REWARDS AND SANCTIONS AT ST JOSEPH'S

Rewards

We consider it is important that praise and rewards should have a considerable emphasis within school and students will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the code of conduct. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is poor. It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos. It is important to develop and maintain consistency in the application of the reward system. We reward in order to:

- Encourage an ethos where all types of achievement, whether they be academic, sporting, creative, social etc. are openly recognised and valued by the whole school community, pupils, staff, parents and academy committee members alike
- Develop self-esteem in individual pupils
- Recognise effort as well as achievement
- Raise the aspirations of all students
- Provide written evidence of success for inclusion in other documents such as reports, exam percentages, or PSPs

This will help students to accept praise and feel valued in the school

St Joseph's publicly recognises achievement and success through:

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- Issuing ClassCharts positive behaviour points
- "Postcards of Excellence" and / or Departmental Postcards to inform parents of good work or outstanding effort
- Certificate assemblies at the end of each term, where positive points, attendance and punctuality are recognised by the Pastoral Leader
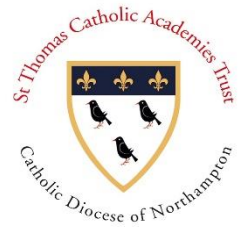- Annual Awards evening

Sanctions

Students have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of the code of conduct. Warnings are given in lessons for any behaviour that either stops a student learning

or stops others from learning. A behaviour 'X' will be awarded, as it would be in school, in the first instance of student not taking heed of the warning.

Warnings given for:
Lateness
Low-level disruption
Calling out
Off-task chatter
Talking over a teacher (or after a countdown)
Distracting others
Unkindness
Rudeness
Inappropriate language
Inappropriate response to a warning
Shouting
Refusal to work

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a student or students. At St Joseph's we recognise and support the use of the following sanctions:

- Awarding an 'X' (negative behaviour point) on ClassCharts
- Verbal warning
- ATL (Attitude to Learning) report card
- Form tutor report card
- HOY report card
- Letter or phone call to parents

Where sanctions become necessary, the first line is the individual staff sanction. This may be followed by referral to Subject Leaders. A final course of action, prior to referral to the Senior Team, is notification to the Pastoral Leader. All referrals/incidents should be recorded on ClassCharts.

Procedure on return to lessons

Prior to a student returning to the online classroom a student will be given clear guidelines as to what is acceptable behaviour, along with advice about how to avoid inappropriate behaviour that may affect their own or others' learning. In the case of a student being isolated contact must be made before with a parent/guardian before the student can return to lesson.

Red lines

There are certain behaviours that will not be tolerated and ones for which a student is likely to receive an exclusion from school and access blocked to the school network for the duration of the exclusion:

- Swearing at a member of staff
- Swearing or bullying to another pupil
- Posting inappropriate comments or pictures on Microsoft Teams

Mentoring

At St Joseph's we firmly believe that good relationships between staff and students are crucial to good behaviour, as are a sound knowledge of students and the investment of time in understanding them. Students who we feel may be at risk of not learning due to being in lockdown will be given a member of staff to report to or to talk to when they have difficulties.
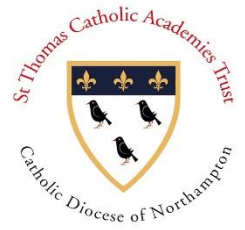
External agencies

St Joseph's engages fully with a range of external agencies to support the needs of students and to help improve their behaviour. Many of these external agencies such as the Child and Adolescent Mental Health Service (CAMHS) and Social Services carry out their work both at St Joseph's and externally. We are fully committed to working in partnership with external agencies to provide our students with the highest quality of support possible.

Learning support mentor

St Joseph's has its own Learning Support mentor who forms good relationships with students by being carrying out support work with students at risk and in some instance attend

Section 3 - NOTES ON RECORDING AN INCIDENT ON CLASSCHARTS

- An incident occurred online is entered onto ClassCharts behaviour log. Occasionally there are incidents which require immediate action because of their serious nature.
- Please ensure you complete the ClassCharts behavioural item as soon as possible and before the end of the working day.
- Please make the Subject Leader and pastoral leader aware.
- The course of action and strategies used will be written up on the ClassCharts record.
- Where the Subject Leader has taken appropriate action, the Pastoral Leader should file it in the student's records. The Pastoral Leader should keep a record to show how many ClassCharts items are received on each student and from which member of staff and department.
- Where the behaviour requires action by the Pastoral Leader, this must be taken ASAP and recorded on the Information Form.

Communication of the policy
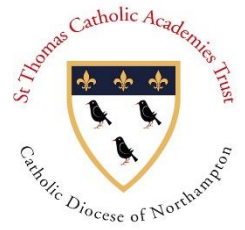
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St Joseph's is committed to the continuous reinforcement of the discipline policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- Staff training: All staff are training in implementing the remote learning policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains the same and that standards are maintained.
- Assemblies: These are used as an opportunity to constantly reinforce high expectations of behaviour to students and to react to any particular issues that may arise and will be uploaded onto our YouTube channel
- Home School agreement: This is signed by all students before they joining St Joseph's and reinforces to students and parents key messages about standards of behaviour whilst using IT
- School website: This has a copy of the remote learning policy and all policies connected to it.