




The Federation of St Elphege's and Regina Coeli Catholic Schools



Remote Virtual Learning Policy

Scope:	Regina Coeli		
Date Adopted:	Autumn 2020		
This Review:	Autumn 2020	Every 3 years or when regulations change	
Next Review:	Spring 2023		
Approved	EHT:		Senior Leadership Team
	Governor:	Not Applicable	





The Federation of St Elphege's and Regina Coeli Catholic Schools



'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God's love, the Federation of St Elphege's and Regina Coeli Catholic Schools will seek to develop the whole child. Each child is uniquely created and precious to God and it is the Federation's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socio-economic or home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community and developments in law or statutory guidance.

1. Aims

This remote virtual learning policy aims to:

- Ensure consistency in the approach to remote and virtual learning for pupils who aren't in school
- Set out expectations for all members of the school community with regard to remote and virtual learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote virtual learning, teachers must be available between 8.30am and 3.30pm, normal school face-to-face hours. They should schedule their breaks as per the normal school day.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote virtual learning, teachers are responsible for:

- Setting work:
 - A continuation of provision for their own class
 - A similar amount of work to an ordinary weekly timetable taking the percentage of core subject coverage into account
 - Lessons should be set throughout the day. Teachers should make use of the 'Schedule' tab in Google Classroom to prepare lesson uploads for the week
 - All teachers should use their G Suite for Education Google account to upload work to Google Classroom.
 - Teachers should liaise through planned PPA sessions, either face-to-face or virtually, to plan for parity across year group
 - Teachers can ask for access to other Google Classrooms in their cohort to support each other and share workload
- Providing feedback on work:
 - Pupils will 'Turn In' work to the teacher through Google Classroom, ready for feedback
 - Teachers' will comment on work and mark appropriately for the type of activity
 - Teachers are able to 'Private Message' individual pupils to offer feedback
 - Feedback on any piece of work should be completed prior to the next lesson in that particular subject being uploaded
- Keeping in touch with pupils who aren't in school and their parents
 - Teachers should use their access to 'Student Guardian' accounts to contact parents, where necessary
 - Teachers should forward any communication received from parents through email to a member of the Senior Leadership Team
 - Any complaints or inappropriate use should be forwarded to a member of the Senior Leadership Team
 - Parents must be informed if a pupil is failing to complete work or has a lack of engagement with virtual learning. This should be done by telephone from the school office in the first instance.

- If a member of staff is at home and is fit and able, they should continue with virtual provision. If, however, a member of staff is sick and unable to continue with virtual provision, other members of the team will be requested to undertake the responsibility of uploading work to the Google Classroom.

➤ Attending virtual meetings with staff, parents and pupils

- Teachers should dress in an appropriate way outlined in the [Staff Handbook](#) document.
- In a similar way, teachers should also be mindful that their conduct at virtual meetings should be appropriate, as outlined in the [Staff Handbook](#).
- Teachers should avoid noisy areas and ensure they sit in front of a neutral background. There should be nothing inappropriate or unprofessional in view.
- Teachers should be mindful of the need for confidentiality and, where necessary or appropriate, ensure that audio cannot be overheard by others or wear headphones.

2.2 Teaching assistants

When assisting with remote virtual learning, teaching assistants must be available between their normal working hours outlined in their individual contracts.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote virtual learning, teaching assistants should take direction from the teacher.

➤ Attending virtual meetings with staff, parents and pupils

- Teaching Assistants should dress in an appropriate way outlined in the [Staff Handbook](#)
- In a similar way, teaching assistants should also be mindful that their conduct at virtual meetings should be appropriate, as outlined in the [Staff Handbook](#)
- Teaching Assistants should avoid noisy areas and ensure they sit in front of a neutral background. There should be nothing inappropriate or unprofessional in view
- Teaching assistants should be mindful of the need for confidentiality and, where necessary or appropriate, ensure that audio cannot be overheard by others or wear headphones.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote virtual learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set in their subject through meetings with teachers
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote virtual learning approach across the school in partnership with the Computing Lead
- Monitoring the effectiveness of remote virtual learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Feeding back effectiveness of remote virtual learning to the Governing Body
- Monitoring the security of remote virtual learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- Providing support and advice to staff with regard to potential e-safety issues.
- Liaising with the Computing Subject Leader and other staff with regard to the implementation and monitoring of the e-safety programme of work, as outlined in the Computing Curriculum.
- Updating the head teacher and governing body of any e-safety issues that require attention.
- To be aware of the Prevent Duty (Radicalisation and Extremism), how to make a Channel Referral and to ensure that there is adequate training for staff on the Prevent Duty. See Safeguarding Policy.
- To attend training in e-safety issues and be aware of the potential for serious child protection issues to arise from:
 - Sharing of personal data.
 - Access to illegal/ inappropriate materials.
 - Inappropriate on-line contact with adults/ strangers.
 - Potential or actual incidents of grooming.
 - Cyber-bullying.

2.6 Computing Lead

The Computing Lead, with support from Cygnet IT Services, is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote virtual learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices
- Annual e-Safety workshops for parents

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day in normal face-to-face times 8.30am - 3.30pm
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or teaching assistants
- › 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 can't complete work
- › Seek help from the school if they need it - parents should seek advice from the school website in the first instance
- › Be respectful when making any complaints or concerns known to staff
- › Monitor their child's online activity
- › Be responsible for their child's online conduct and activity

2.8 Governing body

The governing body is responsible for:

- › Monitoring the school's approach to providing remote virtual learning to ensure education remains as high quality as possible
- › Ensuring that staff are certain that remote virtual learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote virtual learning, they should contact the following individuals:

- › Issues in setting work - talk to the relevant subject lead or SENCO
- › Issues with behaviour - talk to the relevant member of the Senior Leadership Team
- › Issues with IT - talk to Computing Lead or Cygnet IT Services
- › Issues with their own workload or wellbeing - talk to a member of the Senior Leadership Team
- › Concerns about data protection - talk to the Director of Finance and Operations
- › Concerns about safeguarding - talk to the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote virtual learning purposes, all staff members will:

- › Use their G Suite for Education Google Account
- › Use Google Drive within the 'Organisation of Regina Coeli School'

4.2 Processing personal data

Staff members should not share their personal or professional email addresses for remote virtual learning. All communication should be conducted through the Google Classroom virtual learning platform and Guardianship Accounts for parents.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted - this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date - always install the latest updates

5. Safeguarding

All safeguarding policies and addendums can be found on the school website under the Policies tab.

6. Inappropriate or Objectionable Content

Google Classroom is an extension of the physical classroom and as such, all behaviours and rules apply online.

If a child, sibling or parent misuses the Google Classroom online platform, the child's account will be muted and therefore will only be able to communicate with the class teacher. Depending on the seriousness of the action, the school will contact external services such as Children's Services and / or the Police, as appropriate.

Inappropriate or objectionable content includes, but is not limited to:

- Use of profanities
- Cyber-bullying
- Pornographic content
- Illegal content
- Anything that is deemed unacceptable in line with our Positive Behaviour Policy, Internet Safety Policy or Federation Safeguarding and Child Protection Policy and Procedures.