



# St Peter's Catholic High School & Sixth Form Centre

## Policy Document – Remote Teaching and Learning Policy

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### **Mission Statement**

With respect, optimism and kindness we, like Peter, follow in the footsteps of Jesus to build our family community.

We promote honesty, empathy and love for one another. Together we celebrate our faith, our diversity and our uniqueness in the eyes of God.

The skills developed at St Peter's will enable us to make a positive difference in the world.

### **Commitment to equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

### **Remote Education Information**

*This documents St Peter's R.C. High School's Remote Education procedures and is in adherence to both the DfE and OFSTED guidance regarding the delivery of remote teaching and learning.*

***"Curricular goals should be made as explicit remotely as they would be in the classroom," Professor Muijs, OFSTED Research Head.***



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#### Roles and responsibilities

##### 1. Aims

In the event of school closure or partial closure, the school is committed to providing continuity of education to its students and will do so through a process of remote learning. This policy is not designed to cover normal school absence due to illness or other everyday circumstances. There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance.

This remote learning information aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

##### When will this policy come into effect?

This policy will come into effect at the discretion of the Headteacher, in the event of school closure or partial closure, for example, if the entire school is asked to stay at home, due to inclement weather or a need for social distancing.

##### 2. Roles and responsibilities

SLT:

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

Teachers:

If the school closure is for a short period of time (a week or less) teachers will set work via Edulink to ensure students can continue to access the curriculum. Work should be set for timetabled lessons on the day (s) of closure.



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If the school closure is for an extended period of time, teachers will be available to support students remotely during their assigned lesson time.

If teachers are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure. Teachers may choose to work outside these hours setting work and assessing student work. Teachers are responsible for:

Student learning - There should be regular direct instruction from teaching staff and students should be set meaningful and ambitious work each day in accordance with the timetable. Students will receive daily remote education that includes either some recorded or live direct teaching and will be of equivalent length to the core teaching students would receive in school.

- Teachers should teach their classes rather than just provide work to be done at home. Although neither practical nor desirable for every lesson, this should include 'live' lessons through Microsoft Teams, recorded presentations or similar. Teachers should be able to respond to questions from their students at the time of the normal lesson or very shortly afterwards. This can be via Edulink, email or Teams. Please note, this element will only apply in exceptional circumstances that would lead to an extended closure (like we saw during the pandemic) and in this instance, staff training will be provided and the maintenance of Teams classrooms will take place.
- Homework may be set.
- Research suggests that a 'blended approach' is optimal and so tasks should strike a purposeful balance between 'live' teacher led lessons, independent student work and practice, and utilisation of 'flipped learning' methods such as reading / other preparation ahead of the next lesson.
- The remote education curriculum will be aligned to the classroom curriculum as much as possible. It will be carefully sequenced and ensure that students obtain the building blocks they need to progress.



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- All work should be shared with students using Edulink, even if this means directing them to a live Teams lesson.
- It is understood that exact approaches for delivering direct instruction will vary according to subject and lesson by lesson. A 'live' lesson is valuable in some situations but much less appropriate in others and teacher professional judgement is expected.
- The frequency and length of live sessions will vary according to subject and year group, but all classes from Year 7 up will receive some live teaching in the case of an extended school closure and all lessons will be set work to complete.
- Barriers to remote learning (such as students not having appropriate IT access) have been mitigated as far as possible. In exceptional circumstances where students are unable to access IT, the school will provide hard copy resources either via post or collection from school premises.

### Providing feedback on work:

- Students should submit work via email unless their teacher has set a task on Sparx, Educake etc.
- 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.
- Students should still have feedback on their progress and recognition from the teacher that the work they are doing is as expected. This should be communicated frequently (at least once per week, per subject) using one of the methods indicated below:

#### *Edulink*

*Whole class feedback via Microsoft Teams*

*Use of recorded feedback (whole class and/or individual)*

- More substantial assessments should also be set and completed during longer periods of remote learning. These should be set and assessed, with detailed feedback, following departmental assessment policies.

### Keeping in touch with students and parents:

- Attendance processes will be adapted to reflect non-attendance/engagement in remote learning. Teachers should still complete their attendance registers on Edulink.
- Teachers should try to respond to student and parent emails and contact as best they can. The nature of remote learning might increase the volume of this contact and teachers should not feel they need to contact students or parents outside normal working hours. If



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necessary, teachers should pass on contact requests to subject leaders/head of year/SLT if they feel unable to respond themselves.

- Any complaints from students or parents should be passed on to subject leaders and SLT.
- **Any safeguarding concerns should be passed on immediately to the Designated Safeguarding Lead or member of the safeguarding team.**
- Staff should not conduct 1:1 video messaging via Teams with students as it may compromise our usual safeguarding procedures but can use software to make voice calls with individual students. Video can be used for larger groups of students if the teacher wishes, though is usually unnecessary.
- Any behavioural issues, such as inappropriate use of Teams lessons, should be handled using St Peter's BfL system but escalated to subject leader/Head of Year as necessary.
- Teachers are encouraged to share resources between colleagues.
- Support channels are in place for parents, families or students who are struggling with remote learning. These include but are not limited to: contact from HOY/tutor/SENCO and attendance tracking

### Pastoral care

In the event of school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, form tutors (under the guidance of the Heads of Year) will check in regularly with their tutees to monitor both their academic progress and general wellbeing.

### Teaching assistants

Teaching assistants must be available in their normal 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. Teaching assistants are responsible for:

- Supporting students with learning remotely directed by their Line Managers. Support may be to small groups or individuals.

### Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Ensuring remote learning is built into curriculum planning and amendment for all subjects and all year groups. This includes considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Monitoring the work set by teachers in their subject.
- Working with teachers teaching their subject to make sure work set is appropriate and consistent.



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- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Alerting teachers to resources they can use to teach their subject.

### Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school (LSL).
- Monitoring the effectiveness of remote learning (LSL).
- Providing support/CPD to staff to ensure that remote learning pedagogy is understood by all teachers and is effective
- Selecting appropriate online tools and ensuring staff are trained in their use.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations (AL/JFN).

### Designated safeguarding lead

The DSL continues to be responsible for to safeguarding of students at St Peter's. Please see safeguarding policy.

### IT staff

IT staff are responsible for:

- addressing issues with systems used to set and collect work.
- Helping staff with any technical issues.
- Reviewing the security of systems and flagging any data protection breaches to the DPO.
- Assisting students and parents with technical issues they are experiencing, as far as is possible and within their remit.

### Students and parents

Staff can expect students to:

- Be contactable during the required times with the consideration that they may not always be in front of a device.
- Complete work to the deadlines set by teachers.



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- Seek help if they need it, from teachers or teaching assistants. Alert teachers if they are not able to complete work.
- Follow the St Peter's High School behaviour code of conduct as per normal lessons.
- Alert their teacher/the school in a timely manner, if they are unable to access resources or join an online lesson.
- Students are expected to put in their maximum effort when completing work

Staff can expect parents 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.
- Be respectful when making any concerns known to staff.
- Support the school in our upholding of behaviour expectations whilst students are at home.
- Support the school by ensuring students have access to the platforms and devices mentioned above and by alerting the school as soon as possible if they need support in this.

### Additional support for students with particular needs

- If possible and appropriate, all students with EHCPs are invited to attend school. Students in school will be supported when accessing online lessons or complete the/similar task in a small group with TA support.
- Welfare calls to all students with EHCPs not attending school will be made regularly by key worker TAs.
- Welfare calls to students on the CoP by a member of the PAL/TA team made regularly.
- Students who are not accessing online learning and support are contacted through calls home to adapt provision.
- Welfare calls to children on a Child Protection or Child in Need plan by the DSL/member of the safeguarding team.

### Sources:

The Education Endowment Foundation's [overview of evidence on remote learning](#)

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Ofsted's Short Guide to What Works Well in Remote Education:

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>