

Sacred Heart
Catholic Primary School



Learning in Love

Remote Learning Policy 2025 - 2027

Mission Statement

Guided by truth, respect and compassion; we share in building upon every individual's foundation, nurturing a love of learning in preparation for tomorrow's society, with Jesus at the heart of all we do.

| | |
|-------------------------------------|---------------------------|
| Governing Body with Responsibility | Curriculum |
| Agreed by Governors on | FGB on 25th November 2025 |
| Chair's Signature | |
| Staff Member Responsible for Review | Sarah Norville |
| Date for Review | September 2027 |

1. Aims

This remote learning policy for staff aims to:

- ensure consistency in the approach to remote learning. Remote learning may be introduced in the event of full or partial closure.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

The aims of this policy have been designed and written to take into account the wellbeing of pupils, staff and parents. We understand that home circumstances are different for all and staff may have young children at home to supervise and teach during self-isolation/school closure periods.

2. Roles and responsibilities

Class teachers

- To upload the home learning to Google Classroom each week;
- Check the uploaded home learning and offer feedback on your home learning within a week of submission
- Remove inappropriate posts or 'mute' accounts temporarily if children misuse this platform and communicate with parents should this occur.
- Report any safeguarding concerns in the normal manner (by reporting to the DSL/My Concern).
- To arrange paper home learning to be sent to families where access to devices is a concern

Phase Leaders

- To monitor home learning on Google Classrooms weekly to ensure accuracy and pitching. To offer feedback to staff where and when appropriate to ensure high quality home learning.

Curriculum Lead/DHT

- To monitor home learning on Google Classrooms weekly to ensure accuracy and pitching. To offer feedback to staff where and when appropriate to ensure high quality home learning.
- To monitor feedback from staff and parents and make amendments where necessary to ensure high quality learning.
- To communicate and identify families without internet enabled devices and offer paper home learning instead
- To liaise with SBM and FLO to access internet enabled devices through charity or government schemes and deliver these

SENCO

- To offer personalised suggestions/resources for pupils with SEND/EHCPs

2.1 Teachers

- When providing remote learning, teachers must be available for school contact between 9am and 3pm.
- Teachers should only respond to parents via email and pupils in Google Classroom in this time. This is to manage a work life balance and wellbeing.
- If a teacher is 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. In this event, the phase leader and SLT will support the home learning process.
- When providing remote learning, teachers are responsible for setting work, providing feedback and keeping in touch with parents of pupils who are self-isolating.

Setting work

Staff must ensure that work is:

- Clear and checked for errors
- Creative, engaging and accessible for all learners
- Set on time (uploaded by Friday, 4pm for the following week)
- Continually adapted and improved based on phase leader and parental feedback.

Providing feedback:

Staff must ensure that:

- Feedback is clear, developmental and personalised
- Timely and within 3 working days
- Make note of pupils struggling and/or not completing home learning and contact the parents via school phone/email
- Adapt home learning as a result of feedback on pupils' learning

2.2 Teaching assistants

If teacher assistants/support staff are 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.

In the event of full or partial closure, teaching assistants should follow the training and support programme set by SLT and SENCO. Weekly reflection should be completed and saved on the Google Drive.

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 learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent and provide supportive feedback via email/Google Meet etc.
- 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 by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders inc. SBM and SENCO

Alongside any teaching responsibilities, senior leaders are responsible for co-ordinating the remote learning approach across the school. This includes:

- Monitoring the effectiveness of remote learning – Phase Leaders to check home learning and feedback to teams weekly. DHT to check Phase Leaders' home learning and feedback weekly.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Safeguarding

All staff are responsible for:

- Identifying and removing Inappropriate comments on the Google Classrooms platform
- Monitoring excessive screen time or usage
- Communicating with parents
- Reporting to DSL team and My Concern including screenshots
- Muting pupils on Google Classroom

DSL responsibilities can be found in the Sacred Heart Child Protection and Safeguarding Policy.

2.6 IT staff (inc. Phaseleads, ICT lead, SBM and MMICT)

The Phase leads are responsible for ensuring all EYFS families have access to Google Classroom.

The ICT lead is responsible for ensuring all pupils have log in details for Google Classrooms and will liaise with office staff/MMICT for any errors. They are also responsible for supporting any parents struggling to access/use the platform with 'how to' guides etc.

SBM/MMICT are responsible for reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

2.7 Pupils and parents

Expectations for parents and carers:

- Encourage and support their children with home learning Support your child/ren in selecting a piece of work that they are most proud of for feedback;
- Monitor your child/ren's computer screen time and not use the platform late at night;
- Contact your child's class teacher for queries regarding Google Classroom and logging in;
- Continue to work with your child/ren to establish a routine for home learning that works for everyone
- Upload your child/ren's work to Google Classroom and share the feedback with them– KS1
- Support your child/ren to upload their own work to Google Classroom and access the feedback– KS2
- To contact your child's class teacher regarding homework queries and not the Google Classroom platform
- Eventually, children should be able to log on, upload their learning and check for feedback independently but with adult supervision.

Expectations for pupils:

To treat the Google Classroom as an **actual** classroom. Use the correct standard English when writing or uploading;

To follow our 4 school rules:

| | |
|---|---|
| We are safe | We make good choices |
| <ul style="list-style-type: none"> ● Although your Google Classroom is only available to pupils and teachers, think very carefully about what information you share on it. ● Keep your username and password private. ● Ensure that you sign out of Classroom when you are not using it ● If something you see worries you, tell a trusted adult. | <ul style="list-style-type: none"> ● Use appropriate language. Remember that everything you write on a post will be visible to your teachers, parents and classmates (even if it is deleted). Be sensible and think before you type. ● Avoid multiple emojis. A smiley face at the end of a message is fine, but please do not post long streams of emojis. You have already shown us how fantastic your vocabulary choices are - use your words! |
| We are kind | We do our best |

| | |
|--|--|
| <ul style="list-style-type: none"> ● Listen to other people’s ideas and think carefully before you reply. Are your words helpful? Inspiring? Kind? If not, don’t use them! ● Show respect to others online. It is okay to disagree with others opinions but think about the way in which you do this. ● Be respectful and kind, and don’t always assume your idea is the only idea! | <ul style="list-style-type: none"> ● Use complete sentences. This is a space to help you keep in touch with your teacher and classmates, but just like you would in the real classroom, use full sentences if you are asking a question or leaving a comment. ● If you create a new post, make sure it is purposeful (such as asking a useful question or sharing something you have done at home). ● Use punctuation. Re-read what you have written before ● you send it. Does it make sense? |
|--|--|

2.8 Governing board

The governing board is responsible for:

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

3. Who to contact

Concerns about technical issues - including logging on, setting and scheduling home learning and feedback, please speak to the Computing Lead (Mr Connell)

Concerns about Data Protection including sharing of log in details - talk to the data protection officer/SBM, Mrs Pringle.

Concerns about safeguarding including inappropriate posts, times etc. – talk to the DSL/My Concern.

Concerns with workload or wellbeing – talk to your Phase Leader or any member of SLT.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes (e.g. email address, online log in credentials etc.), all staff members will:

- Explain how they can access the data, such as on a secure cloud service or a server in your IT network
- Explain which devices they should use to access the data – if you’ve provided devices, such as laptops, make staff use these rather than their own personal devices

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system – please check this with the school’s SBM/Data protection manager. As long as this processing is necessary for the school’s official functions, individuals won’t need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

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

- o Not sharing the device among family or friends
- o Installing antivirus and anti-spyware software
- o Keeping operating systems up to date – always install the latest updates
- o Reporting missing devices as soon as possible to SLT/SBM (data protection manager)

5. Safeguarding

Parental expectations are to monitor their child/ren's computer screen time and not use the platform late at night.

Staff expectations are to remove inappropriate posts or 'mute' accounts temporarily if children misuse this platform and communicate with parents should this occur and to report any safeguarding concerns in the normal manner. Staff must also uphold the school's Safeguarding and Child Protection Policy inc. addendum as found on our StaffShare and website.

For the protection of all children, anything posted on Google Classroom must not be shared or posted elsewhere e.g. on social media platforms. Parents must also check ensure that children log out of their Google Classroom accounts once they have finished their session. This is for the safety of all users.

Pupil log in details (usernames/passwords) can only be given out in paper form or via email. Passwords and usernames must be emailed in two separate emails and never together.

6. Monitoring arrangements

This policy will be reviewed on a biannual basis. At every review, it will be approved by FGB.

7. Links with other policies This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Online safety policy

Appendix – Parental Guidance

Remote Learning at Sacred Heart

This information is to be used as a general guide for remote learning. We aim to implement remote learning from your **child's second day of absence/day two of full/partial closure**.

All home learning set will continue to deliver the year group curriculum and run alongside the learning scheduled for each class that week. White Rose, BBC Bitesize and the government's Oak Academy online lessons can be used for remote learning for every year group, covering a wide range of curriculum objectives.

White Rose Maths - <https://whiterosemaths.com/homelearning/>

BBC Bitesize - <https://www.bbc.co.uk/bitesize/articles/zvqgsk7>

Oak National Academy <https://www.thenational.academy/>

Reading with your child **daily**. Your children can also read online through the following pages:

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>

<https://www.worldofdavidwalliams.com/elevenses/> <https://stories.audible.com/discovery>

<https://www.storynory.com/>

<http://www.loyalbooks.com/genre/Children?page=2> <https://www.storylineonline.net/>

Phonics – Letters and Sounds lessons and revision – daily

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw

Times Tables Rock stars/Numbots – daily <https://trockstars.com/>

Weekly Children's Liturgy - weekly <https://www.youtube.com/channel/UCwLxITgMAWvEyVz6OkySxig>

EYFS Maths / Eng

A weekly overview of maths will be uploaded to Google Classroom(EYFS). This will follow the same themes and objectives from each class' weekly curriculum. Each day will have a combination of online teaching methods; Oak Academy activities and videos, White Rose Maths Videos, YouTube Videos and Class Teacher Videos.

Please complete the daily activities and upload your pictures/commentary to Tapestry each day. Feedback will be provided daily on Maths and English.

Weekly homework will **stop** in place of daily learning.

EYFS English including Phonics

A weekly overview of English will be uploaded to Google Classroom. This will follow the same themes and objectives from each class' weekly curriculum. Each day will have a combination of online teaching methods; Oak Academy activities and videos, YouTube Videos and Class Teacher Videos.

Please complete the daily activities and upload your pictures/commentary to Google Classroom each day. Feedback will be provided daily on Maths and English.

KS1 – KS2 Maths / Eng

A weekly overview of maths will be uploaded to Google Classrooms. This will follow the same themes and objectives from each class' weekly curriculum. Each day will have a combination of online teaching methods; Oak Academy activities and videos, White Rose Maths Videos, YouTube Videos and Class Teacher Videos.

There will also be 1 activity set on Google Classrooms each day. The activities will be a combination of:

- Self- marking quizzes;
- Activities to complete on paper/homework book which can be photographed and uploaded
- Activities to complete on Microsoft Word/Google Docs and upload

Answers will be provided for self-marking at home. Feedback will be provided daily on Maths and English.

KS1 – KS2 English

A weekly overview of English will be uploaded to Google Classrooms. This will follow the same themes and objectives from each class' weekly curriculum. Each day will have a combination of online teaching methods; Oak Academy activities and videos, White Rose Maths Videos, YouTube Videos and Class Teacher Videos.

There will also be 1 activity set on Google Classrooms each day. The activities will be a combination of:

- Self- marking quizzes;
- Activities to complete on paper/homework book which can be photographed and uploaded
- Activities to complete on Microsoft Word/Google Docs and upload

Answers will be provided for self-marking at home. Feedback will be provided daily on Maths and English. Weekly homework will **stop** in place of daily learning.

RE and PSHE

A two-week overview of RE and PSHE will be uploaded to Tapestry (EYFS) or Google Classrooms (KS1/2). These will follow the same themes and objectives from each class' weekly curriculum. Each day will have a combination of games, videos and activities to be completed throughout the week. Feedback will be provided weekly for RE, PSHE and topic.

Topic

A two-week overview of Topic activities will be uploaded to Tapestry (EYFS) or Google Classrooms (KS1/2). These will follow the same themes and objectives from each class' weekly curriculum. Each day will have a combination of games, videos and activities to be completed throughout the week. Feedback will be provided weekly for RE, PSHE and topic.

If your child's class teacher is unwell or unable, the year partner and/or Phase Leader will be able to provide the learning and videos. Feedback will be limited during these times.

Teachers will be unable to provide live teaching sessions due to safeguarding, digital access and equality for all and technological infrastructure.

Teachers will only use videos and 'Screencastify' to provide online learning videos.

Example template for English and Maths home learning:

| Year _____ Maths Home Learning WC | | | | |
|-----------------------------------|---------|-----------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| | | | | |

Example template for RE/PSHE and topic home learning:

| Year _____ RE/PSHE Home Learning WC | | | | | |
|-------------------------------------|--------|---------|-----------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1 | | | | | |
| Week 2 | | | | | |