



ST. CUTHBERT'S CATHOLIC PRIMARY

**St Cuthbert's Catholic  
Primary School**

# REMOTE LEARNING

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*'With Jesus, we love, learn and pray: To grow in the St Cuthbert's way'*





ST. CUTHBERT'S CATHOLIC PRIMARY

# POLICY

## (DIGITAL BLENDED LEARNING – DBL)

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<b>LEADER / CO-ORDINATORS</b>	Mr J Rushton (Headteacher) Mrs J Wadeson (Deputy Headteacher & DSL)
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This Policy is written in direct conjunction with the **Handbook for Remote / DBL Learning**.  
It should be read in union with the Handbook.

Some eventualities are still arising and may be added as an Appendix and is appropriate.

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A large, circular, grey award badge with a decorative white border. The text 'SCHOOL GAMES' is written in a large, bold, sans-serif font. The letter 'O' in 'SCHOOL' contains a silhouette of a person playing a ball game. The letter 'A' in 'GAMES' contains a white star. Below this, the word 'SILVER' is written in a similar bold, sans-serif font.

**SCHOOL  
GAMES**

**SILVER**

**2015/16**



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This policy was last up-dated on	September 2020
Policy reviewed	September 2021

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# ST. CUTHBERT'S CATHOLIC PRIMARY

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# ST. CUTHBERT'S CATHOLIC PRIMARY

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## Appendix

- a. Remote Learning During the Coronavirus (COVID-19) Pandemic

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# ST. CUTHBERT'S CATHOLIC PRIMARY

## Statement of Intent

At St Cuthbert's, we understand the need to continually deliver high quality education, including during periods of remote working. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and the support they need. Through the implementation of this policy, we aim to address the key issues associated with remote working, such as; teaching and learning approaches, online safety, access to educational resources, data protection and safeguarding.

This policy aims to:

- Ensure remote learning meets the educational needs of St Cuthbert's children and families
- Minimise the disruption to pupils' education and the delivery of the curriculum
- Ensure provision is in place so that all pupils have access to high quality learning resources
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure staff, parent, and pupil data remains secure and is not lost or misused

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- Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

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## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

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1.1. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Keeping children safe in education'

1.2. This policy operates in conjunction with the following school policies:

Handbook (incl. Code of Conduct) for Remote / Home Learning  
Child Protection and Safeguarding Policy

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# ST. CUTHBERT'S CATHOLIC PRIMARY

Data Protection Policy  
Special Educational Needs (SEND) Policy  
Behaviour Policy  
Accessibility Policy  
Assessment Policy  
Online Safety Policy  
Health and Safety Policy  
Attendance Policy  
ICT Acceptable Use Policy  
Staff Code of Conduct

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# ST. CUTHBERT'S CATHOLIC PRIMARY

## 1. Roles and responsibilities

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- 1.3. The governing board is responsible for:
- Ensuring that the school has robust risk management procedures in place
  - Ensuring that the school has a business continuity plan in place, where required
  - Evaluating the effectiveness of the school's remote learning arrangements.
- 1.4. The Headteacher is responsible for:
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times
  - Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning
  - Ensuring that there are arrangements in place for monitoring incidents associated with remote learning
  - Overseeing that the school has the resources necessary to action the procedures in this policy

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- Reviewing the effectiveness of this policy and communicating any changes to staff, parents, and pupils
  - Arranging any additional training staff may require to support pupils during the period of remote learning
  - Conducting reviews, particularly with senior leaders, teaching staff and learning mentors, basis of the remote learning arrangements to ensure pupils' education does not suffer.
- 1.5. The health and safety staff are responsible for:
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning
  - Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required
  - Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

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- 1.6. The Data Protection Officer is responsible for:
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection
  - Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR
  - Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018
  - Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- 1.7. The Designated Safeguarding Leads are responsible for:
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
  - Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online

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- Identifying vulnerable pupils who may be at risk if they are learning remotely  
Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required
  - Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place
  - Liaising with relevant individuals (especially class teachers and the pastoral team) to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.
- 1.8. The SENCO is responsible for:
- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required

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- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

1.9. The SBM team are responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home
- Ensuring value for money when arranging the procurement of equipment or technology
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

1.10. The ICT technician is responsible for:

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- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing
- Working with the DSL ensure that the 'usability' of the applications utilised adhere to the safeguarding and behaviour expectations as set out in this policy and related documentation
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

1.11. Staff members are responsible for:

- Adhering to this policy and the remote learning contingency plan at all times during periods of remote learning
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate

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- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician
- Adhering to the Staff Code of Conduct at all times.

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1.12. Parents are responsible for:

- Adhering to this policy and the remote learning contingency plan at all times during periods of remote learning
- Ensuring their child is available to learn remotely at the times set out in paragraph 9.1 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability
- Provide their child with the necessary resources
- Reporting any technical issues to the school as soon as possible
- Ensuring that their child always has access to remote learning material during the times
- Reporting any absence Ensuring their child uses the equipment and technology used for remote learning as intended Adhering to the Parent Code of Conduct at all times.

1.13. Pupils are responsible for:

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- Adhering to this policy and the remote learning contingency plan at all times during periods of remote learning
- Ensuring they are available to learn remotely at the times set out, and that their schoolwork is completed on time and to the best of their ability
- Reporting any difficulties or technical issues to their teacher as soon as possible
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set
- Ensuring they use any equipment and technology for remote learning as intended
- Adhering to the Behaviour Policy and code of conduct at all times.

## 2. Equity for All

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As young people may be disadvantaged by this new way of learning, certain actions will be undertaken to strive to ensure equality of opportunity for all pupils. We will respond appropriately, and where required specifically to individual need, to the parent/carer survey around access to technology at home (September 2020). Including:

- Providing paper based packs to all those pupils required to learn from home (i.e isolated as part of a whole school lock down, a class/bubble or individual circumstances)
  - Engaging with the DfE/LA scheme for additional devices as required
  - Loaning of existing school devices (e.g. Notebooks) as deemed appropriate by the SLT and/or the pastoral team
  - Monitoring of pupil engagement and acting upon findings by class teachers, the pastoral team and SLT.
- NB. Any staff who have concerns around a young person not accessing the curriculum should report this to their relevant line manager and/or member of the pastoral team

### 3. Teaching and Learning

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In the event of a partial or full school closure, teachers will set work based on the school's well sequenced curriculum, building on knowledge and skills, that they would have taught in school. Teachers will provide clear explanations of new content and adjust the pace and difficulty of what is being taught in response to their assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

## **Blended Learning Model (BDL)**

There are many different types of blended learning models but the main traits remain the same as defined by the Oxford Dictionary:

*"A style of education in which students learn via electronic and online media, as well as traditional face-to-face teaching".*

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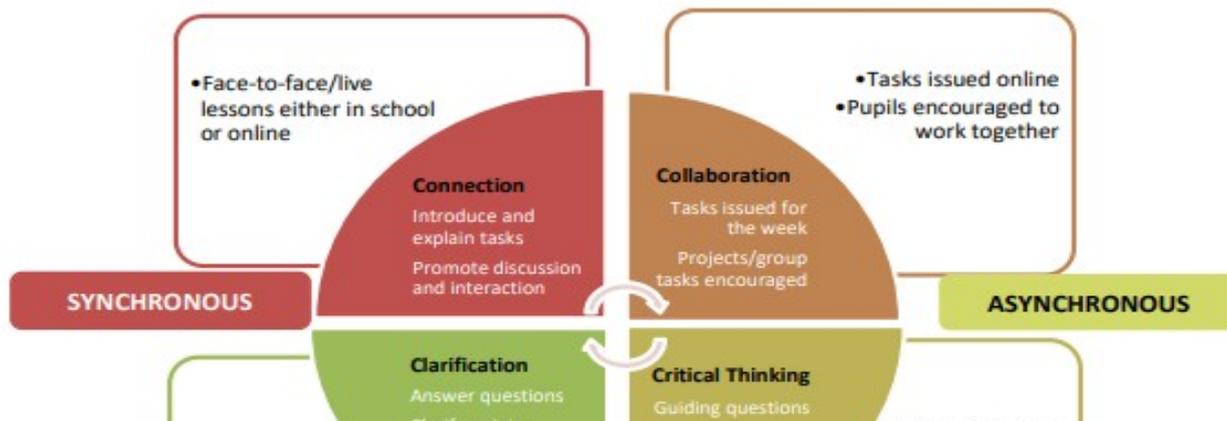
The teaching and learning is both synchronous (takes place at the same time for the teacher and pupils) and asynchronous (takes place at a time suitable for the teacher/pupils). In order to be successful, a blended learning model must be meaningful, enhanced, motivating and engaging for all pupils.

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## Blended Learning Model: What does a typical week look like?



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In order to ensure our BDL provision strives to meet the unique needs of our children and families (see survey), and in light of the learning form experience during the March to July (2020) lockdown, at St Cuthbert's we have a three pronged approach. Including:

- A. Online delivery through Microsoft Teams. This may be a blend of live lessons, pre-recorded sessions and/or imported videos (e.g. White Rose, Oak Academy, BBC Bitesize etc.). These input lesson should be recorded and made available for pupils who were not able to access at the time (e.g. lack of device or having to share with sibling/s etc.) We have chosen to use Microsoft Teams as our online platform because it allows students to connect with their class teacher and provides face-to-face interaction. As well as allowing our children to access, integrated Microsoft Office features.
- B. Use of our current online portals 'Purple Mash' or 'Tapestry' (with which the majority of pupils/families are already familiar, in order to:
  - o Set and receive pupil work/tasks

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- o Provide ongoing feedback and support
  - o Connect with class teacher via 2email
  - o Promote and monitor online engagement
- C. **Paper based learning packs** that match the activities and planning of the online content and will be distributed to all pupils in case of isolation / requirement to learn from home.

## Curriculum Expectations timetable for a partial/full school closure:

Remote learning will be available by at least the second working day following full closure or partial lockdown due to the isolation of a class bubble or bubbles.

## Key Stage 1 & Key Stage 2

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There is an expectation that there will be three identifiable lessons per day. These may be live, pre-recorded and/or imported (e.g. White Rose, Oak etc.) inputs provided by the class teacher, followed by a period of time (at least 30 mins) for children to complete any tasks or learning activities set. Both the teacher and TA/s are expected to stay online (TEAMS) throughout in order to check misconceptions, provide support and give feedback. Over the course of a two week planned unit there will be full and balanced curriculum coverage, to include:

- o Weekly RE (incorporating a collective worship)
- o Daily English
- o Daily Maths
- o Weekly Science
- o A range of wider curriculum lessons (as per current areas of learning and including PSHE and well-being activities)

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Tasks or learning activities will be set, and can be submitted via Purple Mash or assignments can be handed in via Microsoft Teams. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, and that any tasks set will be pitched appropriately for all individuals and groups of learners. Work will be differentiated to meet pupil needs and we will continue to support pupils with **SEND**. In addition, The Inclusion Manager will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via phone calls/emails and/or blended learning tasks.

**Feedback:** Teachers will provide individual feedback to pupils that may require the pupil to revisit a piece of work, before starting the next task. Feedback from the teacher may be in written or verbal form using the tools available on Purple Mash, Tapestry and/or TEAMS. Feedback will address any misconceptions held by the pupils in the work submitted, and acknowledge the work completed. Pupils should be made aware that their work has been seen. Teachers will not be available to respond to messages from parents during evenings or weekends.

**Submission:** Tasks will have a 'to be completed by dates set' to ensure teachers are not overloaded with the return of more pieces of work on any given day that is workable. Work should be submitted by 3:30pm. Work

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submitted after this date/time may not be responded to by the teacher. Extenuating circumstances should be taken into account but, this is at the discretion of the class teacher.

**Teacher workload:** Must be manageable, setting three pieces of work daily will mean a maximum of 90 pieces of work per day to be addressed. Expectation of work being completed by pupils before what would be the end of the school day, should allow time for feedback/recognition of work to be completed.

**Assessment:** Teachers will make formative assessments and track pupil progress based on the work submitted by the pupils. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

## EYFS/Reception Class

Paper packs that match the online remote sessions and will include activities from across EYFS curriculum.

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- o Daily phonics
- o Daily maths session
- o Regular story time
- o Weekly RE activity and project around school VALUES

## 4. Behaviours for Learning

- 1.14. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 1.15. We will continue to encourage and expect children to uphold our school VALUES, our behaviour expectations and a growth mindset attitude during periods of remote learning.
- 1.16. Pupils are accountable for the completion of their own schoolwork - teaching staff, SENCO, SLT or members of the pastoral team will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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- 1.17. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the SLT as soon as possible.
- 1.18. Teaching staff will monitor the academic progress of pupils with SEND and other groups of learners (e.g. EAL, PP etc.), and discuss additional support or provision with the SENCO as soon as possible.

### 5. Resources

#### Food provision

- 1.19. The school will signpost parents via parent mail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 1.20. Where applicable, the school may provide the following provision for pupils who receive FSM:
  - Making packed lunches available for delivery or collection

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- Providing vouchers to families.

## Costs and expenses

- 1.21. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 1.22. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 1.23. The school will not reimburse any costs for childcare.
- 1.24. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

## 2. Online safety

- 2.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

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- 2.2. Where possible, all interactions will be textual and public.
- 2.3. All staff and pupils using video communication must:
- Where 'live' Teams is used, an additional staff member must be present on screen (i.e. teacher and TA)
  - Staff will only invite pupils into a 'live' session once there are a number of participants waiting in the lobby (i.e. not just one)
  - The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT / SENCO. Any one-to-one sessions must also have two members of staff present (e.g. SENCO & TA)
  - Wear appropriate clothing (e.g. not pyjamas) – this includes others in their household
  - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
  - Use appropriate language – this includes others in their household

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- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programs as intended
- Not record, store, or distribute video material without permission
- Ensure they have a stable connection to avoid disruption to lessons
- Always remain aware that they are visible.

2.4. All staff and pupils using audio communication must:

- Use appropriate language - this includes others in their household
- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programs as intended
- Not record, store, or distribute audio material without permission
- Ensure they have a stable connection to avoid disruption to lessons
- Always remain aware that they can be heard.

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- 2.5. Pupils not using devices or software or engaging with remote learning tasks, as intended will be disciplined in line with the Behaviour Policy.
- 2.6. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 2.7. The school will consult with parents at least one week prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
- 2.8. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 2.9. The school will communicate to parents via Parentmail, email, Purple Mash and the website about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 2.10. During the period of remote learning, the school will maintain regular contact with parents to:

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- Reinforce the importance of children staying safe online
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites
- Direct parents to useful resources to help them keep their children safe online.

2.11. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

## 6. Safeguarding

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- 2.12. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which will be updated to include safeguarding procedures in relation to remote working (awaiting LA advice)
- 2.13. The DSL, pastoral team and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 2.14. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to and during the period of remote learning.
- 2.15. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visit from other relevant agencies, arranged where required.
- 2.16. All contact with vulnerable pupils will be recorded and suitably stored in line with the Data Protection Policy.
- 2.17. The DSL/pastoral team will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

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- 2.18. The DSL/pastoral team will ensure that other relevant agencies (e.g. social, Start Well, attendance Service etc.) are informed if concerned about lack of contact, and engagement with, remote learning.
- 2.19. The DSL/pastoral team will meet (in person or remotely) with the relevant members of staff as required to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 2.20. All members of staff will report any safeguarding concerns to the DSL immediately.
- 2.21. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

### 7. Data protection

- 2.22. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

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- 2.23. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 2.24. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 2.25. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 2.26. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 2.27. All contact details will be stored in line with the Data Protection Policy.
- 2.28. The school will not permit paper copies of contact details to be taken off the school premises.
- 2.29. Pupils are not permitted to let other family members (unless siblings also at St Cuthbert's or friends use any school-owned equipment.
- 2.30. Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

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# ST. CUTHBERT'S CATHOLIC PRIMARY

2.31. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

## 8. Health and safety

- 2.32. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 2.33. Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- 2.34. If using electronic devices during remote learning, pupils and staff will be encouraged to take a screen break every two hours of at least five minutes.
- 2.35. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

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- 2.36. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

### 9. School day and absence

- 2.37. Pupils will be expected to be present for remote learning at the times designated by their teacher and specific timetable. Where this is not possible due to internet access or lack of devices in the household, monitoring of pupil's engagement as outlined above will be undertaken (see behaviours for learning section).
- 2.38. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 2.39. Parents will inform their child's teacher if their child is unwell.
- 2.40. The school will monitor absence and lateness in line with the Attendance Policy.

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- 2.41. Staff absence will follow the school's Leave of Absence Policy with the expectation of Shared Parental Responsibility, where possible, for staff isolating and presented with a child-care issue.

## 10. Communication

- 2.42. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 2.43. The school will communicate with parents via Parentmail, email, Purple Mash and the school website about remote learning arrangements as soon as possible.
- 2.44. The Headteacher will communicate with staff as soon as possible about any remote learning arrangements.
- 2.45. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

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## ST. CUTHBERT'S CATHOLIC PRIMARY

- 2.46. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives - communication is only permitted during school hours.
- 2.47. Members of staff will have contact with their line manager or other member of the SLT once per week.
- 2.48. As much as possible, all communication with pupils and their parents will take place within the school hours.
- 2.49. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 2.50. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- 2.51. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 2.52. The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

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### 3. Returning to school

- The Headteacher will liaise with the LA and PHE (Public Health England) to ensure pupils only return to school when it is safe for them to do so.
- After a period of self-isolation, or the lessening of local lockdown rules, the Headteacher will inform parents when their child will return to school.
- The Headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

Designated Safeguarding Lead	Mrs Wadson
Deputy Safeguarding Lead(s)	Mrs Grace Miss Lowe Mr Rushton

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# ST. CUTHBERT'S CATHOLIC PRIMARY

SENCO	Mrs Robbins
Health and Safety Officer	Mr Rushton
Data Protection Officer	Graig Stigwell (Judiciam)
Pastoral Team	Mrs Grace Miss Lowe

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