



Our Lady of Mount Carmel
Catholic Primary School

Our Lady of Mount Carmel

A Catholic Voluntary Academy

Remote Learning Policy

**"I will instruct you and teach you in the way you should go;
I will counsel you with my loving eye on you." – Psalm 32:8**

***Signed off by:* P. Martin (Headteacher) C. Stephenson (Chair of Governors)**

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Our Mission Statement

Our Lady of Mount Carmel Roman Catholic Primary School is a community centred in Christ. Teaching is permeated by the Gospel values and the traditions of our Catholic faith.

We seek to promote a happy, stimulating and caring environment in which each person is valued as an individual with unique talents. The curriculum and activities of the school are carefully framed so that each pupil may fulfil his or her potential and know success. Each will grow in awareness of his or her role within the family, the school and society and be sustained by a deepening relationship with God.

Centred in Christ

We are...

HAPPY - We make new and happy memories together.

CARING - We are caring, kind and amazing just like Jesus.

VALUED - Each of us is an important part of the jigsaw, which makes up our school family.

UNIQUE - We are all special and respect each other's differences.

SUCCESSFUL - We never give up on our journey to success.

For with God nothing is impossible. Luke 1:37

1. Aims

The aims of our remote learning policy are to:

- Support all students so the disadvantage gap does not widen.
- Provide students with learning opportunities which will support later learning, progression and success.
- Ensure our students do not feel isolated or forgotten in any way.
- Provide reassurance to parents that student's learning and well-being is our only priority.
- Support a mode of learning which is sustainable and effective while school remains closed.

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school.

We will consider remote learning as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

2. Rationale

- Remote learning has been designed to provide the children with the best possible learning experience whilst the school is closed.
- Resources needed are kept to a minimum such as pen/ pencil and paper and being accessible on a range of devices.
- A timetable will be provided to help structure the day, but work can be completed at a time of day suitable for the family circumstances.
- The learning provided will build upon the children's prior knowledge and follow the planned curriculum as closely as possible.
- Remote learning will be scheduled only if the school is closed for a period of over 1 day.

Online resources:

Oak National Academy – [Free, time-saving teacher resources | Oak National Academy](#)

Oak National Academy support great teaching. They are an independent public body. They work in partnership to improve pupil outcomes and close the disadvantage gap by supporting teachers to teach, and enabling pupils to access, a high-quality curriculum.

From primary through to key stage 4, across all national curriculum subjects, they provide free access to thousands of resources that help you prepare high-quality classroom teaching for all pupils.

Created by UK curriculum and subject experts, they're quality-assured and tested by teachers. They support planning at every level – from curriculum design to lessons. And they can also offer pupils a high-quality learning experience away from the classroom, supporting their homework and revision.

White Rose Maths – [Maths home learning | Home learning | White Rose Education](#)

All of White Rose Maths home learning lessons for early years through to Year 11 are available now. Every lesson comes with a short video showing you clearly and simply how to help your child complete the activity successfully.

Serial Mash - [Serial Mash by 2Simple](#)

Serial Mash is an online library and comprehension tool used to encourage engagement of reading with quizzes and writing activities to deepen understanding. New books are added each academic year and they are partnered with Dorling Kindersley for quality non-fiction text.

Purple Mash – [Purple Mash by 2Simple](#)

Embed computing and digital skills across your whole curriculum with award-winning teaching and learning software for KS1 and KS2

TT Rock Stars - [Times Tables Rock Stars: Play](#)

Times Tables Rock Stars is an award-winning maths learning platform where children can practise their times tables like a rock star!

Suitable for all learners aged 6 years and up, our question-based games automatically adapt to each child's unique learning needs, helping them to recall their times tables in record speed. Accessible on any device, via the app or browser, children can play anytime, anywhere.

Plus, the engaging gamification and motivating rewards mean it is never difficult to entice children to play. Result!

Little Wandle Phonics - [For parents | Letters and Sounds](#)

The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

Platform used for online teaching:

Microsoft Teams

Teams will be used for the delivery of live interactive meetings and teaching sessions. This platform will be used for whole class sessions as well as delivering 1 to 1 tuition and support sessions.

3. Roles and responsibilities

Expectations of teachers:

For a sustainable remote-learning approach, flexibility is important and to acknowledge the varied personal circumstances of staff.

The below aims to do acknowledge this:

- To support the aims of our remote learning approach, teachers are responsible for:
 - Setting work for their class and individuals.
 - Setting work that considers the needs of each child.
 - The pupils home environment which includes a suitable place and opportunity to study.
 - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
 - Ensuring set work equates to the timetabled allocation for each child.
 - Emailing all work via Arbor in readiness for the start of the school day.
 - Provide feedback for work where needed

- Be available to contact parents if needed, ensuring all communication with parents and students happens through Arbor, school email or teams calls.
- Undertake student phone-calls as requested by the policy ('Removing Barriers' section).
- Uphold staff dress code.
- Location for online teaching will avoid high background noise and anything inappropriate in the background.

Expectations of Senior Leaders

Alongside teaching responsibilities, during this time senior leaders will extend their usual Curriculum Area and Pastoral support to ensure the quality, consistency, and productivity of the remote learning approach.

This will be through:

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Provide resources needed for remote learning.
- Co-ordinate remote learning across school.
- Monitoring staff work life balance and well-being.
- Collating of parent and pupil feedback.
- Monitoring the quality of remote learning.

Expectations of Pupils and Parents

Pupils will be expected to participate as fully as possible in the remote learning process. Working together, Our Lady of Mount Carmel expects the same excellent attitudes to learning as would be seen in classroom-based lessons.

The Pupil's role in this is to:

- Be ready for learning during school hours.
- Complete work independently and to the best of their ability.
- Submit assessment tasks promptly and via Arbor email
- Read all communications from the school and responding when it is appropriate to do so.
- Pose any questions they have about their work to the teacher.
- Follow the behaviour policy.

The parent's role in this is to:

- Make the school aware if their child is sick or otherwise can't complete work (e.g. due to ICT access)
- Ensure a space for their child to learn.
- Seek help from the school if they need it by contacting the class teacher or the school office.
- Be respectful when making any complaints or concerns.

- Be mindful that communication with staff/teachers will take place only during working hours.

4. Removing barriers:

To prevent widening the learning gaps during periods of school closure, OLMC will embed a range of strategies to support pupil engagement:

Engaging in work:

- If a teacher has not received work from a student by the end of the day, the class teacher will send an in-app Arbor message to ask if any support is required.
- If no work is received for two days in a row, the class teacher will make a phone call home to identify the barriers to accessing the work, offer our support and reiterate the expectation that home learning needs to be completed.
- If a lack of engagement continues, this will be referred to the SLT who will follow up with a further phone call home.
- If, following this, no further work is sent in then (as appropriate to the child), the Headteacher will investigate further, and supportive steps put in place.

Rewards and Motivation:

Pupils will receive regular praise and feedback.

- Work and pictures can be shared on Facebook for the other children and parents to see.
- Regular motivational messages posted on Facebook to praise and encourage the children to continue with their learning at home.
- Each week student's will be praised and acknowledged for their attitudes to learning and contribution into the wider school life initiatives by awarding the Gold Award Certificate.
- Raffle tickets will be awarded in line with the behaviour policy.

Vulnerable and EHCP Students:

- Students on the safeguarding register, and those with an EHCP, will receive weekly or twice-weekly (as appropriate) 'safe and well' checks from the Safeguarding Leads.
- The SENCo will coordinate additional resources to support individual learning in line with a child's EHCP.

Free School Meals and Remote Education:

- Where pupils eligible for benefits-related free school meals are receiving remote education, schools should work with their school catering team either to provide good quality lunch parcels or to issue a food voucher if available. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school.

5. Safeguarding

Keeping children and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school staff behaviour policy (sometimes known as a code of conduct) will apply.

Refer to Safeguarding Policy and Procedures. Designated Safeguarding and Deputy Safeguarding Leads to fulfil their responsibilities during times of school closure. Refer to removing barriers section.

OLMC has used these resources to understand more about how to ensure online education is safe:

- advice from [the National Society for the Prevention of Cruelty to Children \(NSPCC\) on undertaking remote education safely](#)
- guidance from the [South West Grid for Learning \(SWGfL\) on safe remote learning](#)
- [Digital wellbeing of learners](#) guide from Jisc which curates a number of resources and guides

Schools can access the free [Professionals Online Safety Helpline \(POSH\)](#) which supports the online safeguarding of both children and professionals. Call 0344 381 4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm.

Guidance on [teaching online safety in schools](#) provides information to help schools ensure their children understand how to stay safe and behave online.

Important conversations with parents, carers and children

In conversations with parents, carers and children school will emphasise the importance of a safe online environment, which amongst other things, means keeping any passwords and credentials safe. School can offer support and advice on how to do this.

It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Reporting concerns

Staff should continue to act immediately (following their child protection policy and the processes set out in [part 1 of guidance on keeping children safe in education](#)) if they have any concerns about a child or young person's welfare, whether the child or young person is physically in school or learning from home.

Children should be encouraged to speak up if they come across something worrying online.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education.

Schools and colleges should also consider referring teachers, parents and carers to the following practical support for reporting harmful or upsetting content, bullying and online risks.

Harmful or upsetting content

Get support on:

- reporting online abuse, from the National Crime Agency (NCA) [Child Exploitation and Online Protection \(CEOP\) command](#)
- reporting harmful online content to the [UK Safer Internet Centre](#)
- safeguarding from radicalisation, building resilience to extremism, and promoting shared values at [Educate Against Hate](#)
- your approach to dealing with [harmful online challenges and online hoaxes](#)
- handling the [sharing of nudes and semi-nudes](#)

Online safety advice for parents and carers

Schools should encourage parents and carers to provide age-appropriate supervision for children and young people in their care using the internet. Amongst other things, this should include:

- talking to their children about not accessing age-inappropriate material on devices
- knowing who their children are talking to online
- setting up age-appropriate parental controls on digital devices

Internet filters should be used to block malicious websites. These are usually free, but often need to be turned on.

The following information and resources will help to support parents and carers to keep their children safe online:

- [support for parents and carers to keep children safe from online harm](#) which provides extensive resources to help keep children safe online and details of specific online risks, including sexual abuse, criminal exploitation and radicalisation
- [CEOP Education](#) provides advice from the NCA on staying safe online
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world

- [London Grid for Learning \(LGfL\)](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Keeping children safe online](#) has support for parents and carers from the NSPCC, including guides on social media, internet connected devices and toys and online games.
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides, and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

6. Monitoring Arrangements

This policy will be reviewed on a 3 year cycle to ensure that all sections are relevant to the current policies and guidance.

7. Links to other policies

- Safeguarding
- Behaviour
- Staff Code of Conduct
- Home School Agreement
- Data Protection Policy
- SEND Policy