



Approval Date	Next Review Date
24/09/25	25/3/26

### Listen, Love, Learn

#### At Our Lady's –

We are inspired, strengthened and encouraged by our Catholic faith.

We place Jesus at the centre of everything we do and say, **listening** to Him with our hearts.

We spread **love** everywhere we go, valuing and caring for each other.

We strive to be the best **learners** we can, using and celebrating our God given gifts.

*"For he who is mighty has done great things for me, and Holy is his name" Luke 1: 49*



"It is not enough to love the young; they must know that they are loved."

Don Bosco

## 1. Aims

This policy sets out how OLQOH will provide high-quality remote education, when in-person attendance is not possible, so that pupils can keep on track with their learning and remain connected to their teachers and peers. Remote education is a last resort and is not an equal alternative to attendance in school. Pupils receiving remote education are still recorded as absent in the register.

## 2. When remote learning will be used

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
- Not possible to do safely
- Contradictory to guidance from local or central government

Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis. In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

### **3. How OLQOH will deliver remote learning**

Where remote education is initiated, OLQOH will:

- Teach via pre-recorded video lessons hosted on the school's Video Centre (accessed through the OLQOH website).
- Supplement with tasks set on the Home Learning pages and provide printed Home Learning packs, delivered/collected on a regular cycle.
- Provide links to high-quality external materials to support learning, such as Oak National Academy and White Rose Maths, where appropriate.

- Ensure staff are available via email and the online platform Purple Mash during normal working hours to respond to queries and provide guidance.
- Provide additional support for pupils who are struggling, including weekly phone calls home to check learning and well-being.
- Support families who cannot access suitable technology with the loan of a device where possible.

Communication between school and home will primarily be via email and regular phone calls. The school phone line will remain in use during normal opening hours.

#### **4. Curriculum, workload and feedback expectations**

Teachers will set work that aligns with the in-school curriculum and normal timetable as far as reasonably possible, ensuring it is meaningful, ambitious and suitable for pupils' age and stage (including SEND adaptations). Feedback routes will mirror in-school practice (e.g., through the online platform, email, or built into subsequent lessons).

### **5. Roles and responsibilities**

#### **5.1 Teachers**

- Be available during normal school hours 7:30–4:30 on days they are working, unless absent in line with the school's absence procedures.
- Prepare and upload pre-recorded teaching videos to the Video Centre and set complementary tasks on the Home Learning pages.
- Coordinate with year group/subject colleagues to ensure a consistent approach and manageable workload for families with limited devices.
- Differentiate and make reasonable adjustments for pupils with SEND, using guidance from the SENCO.
- Monitor engagement and follow up concerns, including missed work or well-being issues, escalating to pastoral leads/DSL as needed.
- Contact families weekly during periods of remote education to check learning and well-being.

#### **5.2 Teaching Assistants**

- Be available during normal working hours 9:00–3:15.
- Support targeted pupils remotely (e.g., via small-group video support, telephone check-ins, or feedback on tasks) under the direction of the class teacher.
- Assist in preparing resources and providing feedback as agreed with the class teacher.

#### **5.3 Subject Leads and SENCO**

- Quality assure remote learning within their subject, ensuring continuity with the in-school curriculum.

- Provide staff with subject-specific resources and guidance (e.g., Oak National Academy, White Rose Maths, Charanga for Music).
- Monitor workload and deadlines across subjects to avoid overload.
- SENCO: coordinate reasonable adaptations, accessibility and additional support for pupils with SEND.

## 5.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

- They should continue to overcome barriers to digital access where possible for pupils by, for example:
  - Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
  - Securing appropriate internet connectivity solutions where possible
  - Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
  - Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Oversee the quality and delivery of remote education and staff training on the school's digital platforms (Video Centre)
- Work with families to overcome barriers to digital access, including device loans and printed resources.
- Ensure systems are in place to check engagement and follow up promptly where engagement is a concern.
- Coordinate with the catering team to ensure continuity of provision for eligible pupils in line with current guidance during any closure.
- Provide information to parents/carers about remote education via the school website and communications.

## 5.5 Designated Safeguarding Lead (DSL)

Lead safeguarding during remote education, including responding to concerns, liaising with agencies, ensuring staff are trained, and that online safety, filtering and monitoring are effective. Ensure practice aligns with Keeping Children Safe in Education (current version) and the school's safeguarding policy.

DSLs: Tobias Melia, Louise Burrows, Megan Kerrigan, Linda Kelly, Clare Reddick.

## 5.6 Pupils

- Be contactable during the school day and engage with the timetable provided.

- Complete work to deadlines and seek help when needed.
- Follow the school's behaviour expectations and online acceptable use rules.

### 5.7 Parents/Carers

- Support children to access the printed Home Learning pack and, where possible, provide a suitable space for learning.
- Ensure children can access online learning or contact school to request additional resources (e.g., a loan device).
- Maintain regular contact with the class teacher via email/phone and raise concerns promptly.
- Be respectful in communications with staff.

### 5.8 Governance

The Local Governing Committee (within Bosco Catholic Education Trust) monitors the quality, security and safeguarding arrangements for remote education and receives regular updates from leaders.

- 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## 6. Who to contact

For any further queries regarding learning or remote education, please refer to the contact details provided below.

- Setting/quality of work: class teacher or relevant subject lead
- Behaviour or pastoral issues: Linda Kelly – lkelly@olqoh.com
- IT access or technical issues: school office (info@olqoh.com) for triage to IT support
- Data protection: Data Protection Officer (DPO: Nina Ware – SMB@olqoh.com)
- Safeguarding concerns: Designated Safeguarding Leads – Tobias Melia, Louise Burrows, Megan Kerrigan, Linda Kelly, Clare Reddick. Please find their relevant information on the schools website on olqoh.com

## 7. Data protection

Staff will access personal data via secure, school-managed systems and devices wherever possible and collect/share only what is necessary for official school functions. Processing will follow the School's Data Protection Policy, Privacy Notices and UK GDPR/Data Protection Act 2018.

DPO: Nina Ware – SBM@olqoh.com

## **8. Safeguarding**

Remote education follows the school's Child Protection and Safeguarding Policy and statutory guidance (Keeping Children Safe in Education). Online safety expectations and the Acceptable Use Policy apply to all remote learning. Staff will continue to be vigilant to indicators of harm, including those linked to online risks (e.g., content, contact, conduct and commerce). Concerns will be reported to the DSL without delay.

## **9. Monitoring and review**

This policy will be reviewed annually, or sooner if guidance changes, by the Headteacher. Approval is by the Local Governing Committee of Bosco Catholic Education Trust.

## **10. Links with other policies**

- Attendance policy/procedures
- Child Protection and Safeguarding policy and addenda
- Behaviour policy and Home-School Agreement
- Online Safety/Acceptable Use policy
- Data Protection policy and Privacy Notices
- SEND information report and accessibility plan