



REMOTE LEARNING POLICY

MISSION STATEMENT

Christ is our teacher.

At St Bernard's we believe that all persons are created by God, unique and equal. We strive to create a caring Christian community in which we provide education based on Gospel values where all people reach their full potential. We aim to develop positive relationships with every individual and family, the parishes and the wider community.

"I have come that they may have life and have it to the full"

John 10:10

Reviewed by:	L McCarthy, (Vice Principal), July 2026
Reviewed by:	A Riding, Principal, July 2026
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Signed:	Sue Kelly, Chair of Governors

Aims:

This remote learning policy for St Bernard's Catholic High School aims 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.

Remote learning: Whole School Lockdown

In the event of a school closure, St Bernard's will implement the following extensive remote (online) learning to provide continuity of education.

Setting of work:

- This will be through Oak Academy, Seneca Learning and subject-specific recordings/assessments.
- Existing curriculums will be mapped against these published curriculum maps to current schemes of learning are not disrupted.
- All lessons will be uploaded onto Go4Schools at the beginning of the week, with students completing these lessons through St. Bernard's recommended digital platform, Google Education. Students must complete all tasks using Google docs, slides and/or sheets. These must be shared with their teacher.
- Work set must include:
 - Styles of activities and assessments which support the progression of student's subject-specific knowledge and skills.
 - A pre-recorded video by the teacher that will accompany the set work. This will provide instructions for the week's learning journey and is vital for promoting a sense of normality and to keep teachers involved in student's daily lives.
 - Additional recordings can also be shared, the content of which to be decided by the teacher: class feedback, showcasing work, demonstrating a practical, saying hello or telling a story.
- Work set will not include extended internet-based research projects.
- Under normal circumstances, not all pieces of work are formally assessed by teachers, however, given the isolation created through lock-down, teacher and student exchanges are paramount. The following is, therefore, expected:
 - All dialogue will be provided by the teacher through Google Education (docs, slides, sheets), or video recordings using screen-capture software.
 - Content-based tasks shared via Google Docs will receive a positive teacher acknowledgement.
 - Extended writing/green-zone style tasks should receive a formative assessment-style response in line with current school policy (fortnightly). It maybe that teachers voice-record feedback for this.
 - Summative assessments are SALT marked.

Setting of work for SEND/EHCP students:

St Bernard's has a dedicated team of Student Support Assistants who will take on specific duties during a pandemic lock-down. These duties will include supporting their allocated students with:

- Delivery of 1:1 virtual sessions to provide additional support for the work set.
- Phone-calls home to check how students are coping both academically and emotionally.

In addition to this, EHCP students will receive twice-weekly safe and well checks from the SENDCo/Assistant SENDCo. The SENDCo will also set additional resources for students in line with the provision set out in the EHCP.

CLA students and those on the Safeguarding Register

The Assistant SENDCo/Safeguarding Lead will carry out twice-weekly safe and well checks for all CLA students and those on the safeguarding register.

Pastoral and Spiritual Well-being:

At St Bernard's the child's whole well-being matters; mind, body, and soul. All remote learning planning will become fruitless if we do not embody this as a priority. The below will therefore be implemented:

- Heads of Year to provide one video recording weekly to their year group. This can be presented as an assembly or a pastoral and well-being style lesson, and will be shared each Monday.
- Heads of Year will provide a weekly newsletter each week as a substitute for the form-time curriculum.
- Collective worship will be fostered through a weekly, planning reflective activity and recorded mass services.
- Community cohesion will be promoted through St Bernard's Chaplaincy, House Champions, and staff volunteers to sustain a sense of unity. Non-curriculum style activities such as physical exercise classes/tasks, competition, quizzes, videos, and newsletters will be encouraged.
- Academic Mentors will undertake weekly 'well-being' conversations with their students and parents, recording and communicating necessary follow-up actions.
- Where it has been highlighted to do so by the Academic Mentor, Heads of Year and Pastoral Leads will follow up on actions from the 'well-being' call, contacting students with additional vulnerabilities

NB: Should any child be experiencing extreme mental-health concerns, see St Bernard's Safeguarding and Child Protection Policy.

Removing Barriers:

To prevent widening learning gaps during a lock-down, St Bernard's will embed a range of strategies to support student engagement with remote learning practises:

Engaging in Work:

- If a teacher has not received work from a student during the week, a phone call home will be made home to ensure the child understands the work and to support. (Certain students will be excluded from this as communicated by the SENDCo Assistant, Heads of Year, and Pastoral Leaders)
- If a lack of engagement continues, this will be referred to the Curriculum Leader who will follow up with a further phone call home and report to the Head of Year for information.
- If, following this, no further work is sent in then (as appropriate to the child), HoY/Pastoral Leader will investigate further, and supportive steps put in place.

Rewards and Motivation:

Each week student's will be praised and acknowledged for their attitudes to learning and contribution into the wider school life initiatives.

Heads of Year will lead on this by:

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- Promoting student awards with staff and collating student nomination on a weekly basis.
- Sharing these student achievements to parents and teachers through various forms such as email/video-recordings (as selected by the HoY).
- Disseminating rewards in line with the current School policy.

Teachers will lead on this by:

- Uploading stamps onto Go4Schools to acknowledge attitudes to learning.
- Responding to Head of Year requests for student nominations.
- Responding to all student communication in a positive and encouraging way.

Supporting parents:

Successful remote learning can only take place with support from parent/guardians.

It is fully appreciated that home-circumstances will be complex during a pandemic lockdown with limited time available to supervise distance learning. Having advanced awareness of the school's Remote-Learning expectations, guidance documents and key contacts will help alleviate home-life stress:

- A video tutorial will be uploaded onto the school website to demonstrate how to access work.
- Students will be educated on the clear expectations for remote learning.
- Downloadable guidelines will be made available via the school website, alongside a video tutorial that demonstrates a 'how to' and 'troubleshooting' guide for parents and students.

Students Self-Isolating

If an absence has been agreed with school, and the student is healthy enough to work from home, St. Bernard's will provide work so that learning is not disrupted.

Individual circumstances will vary for each student so the response should be personalised as much as possible.

- Self-isolating students will make their situation known, in the first instance, to the School's Attendance and Family Liaison Officer.
- The Attendance and Family Liaison Officer will confirm if ICT systems are in place in the student's home and will update staff accordingly*.
- The Attendance and Family Liaison Officer will send a pre-recorded video from the Head of Year, via email, to the student which will explain to the child what to expect during their self-isolation.
- Within 24 hours, teachers will upload work onto Go4Schools and must title this clearly with '**Isolation Work - [subject]**'.
- The amount of work to upload should equate to their timetabled time for that week.
- Work *must* be the same as in-school content coverage. There can be no deviation.
- Work *must* be structured to use google education, or in class books, as appropriate.
- The student must be provided with necessary textbooks and materials to complete the distance learning.
- Within 3 days, the Pastoral Lead will hold an academic mentoring conversation with the student and parent via phone/Google Meet to confirm and coordinate any appropriate teacher/subject support. **
- Following this, the Pastoral Lead will carry out at least weekly phone-calls, according to child need, until the student returns to school.
- One-to-one contact will subsequently take place with appropriate teachers.

Vulnerable and EHCP Students:

- Students on the safeguarding register, CLA and those with an EHCP, will receive twice-weekly 'safe and well' checks from the Safeguarding Lead/Assistant SENDCo.

- The SENDCo will coordinate additional resources to support individual learning in line with a child's EHCP.
- All students identified as 'K-SEND', will receive weekly contact by the SENDCo to offer additional support with the work set

*There may be a delay in organising home-learning ICT for the child. Therefore, printed copies of work may be required in the interim. This work should be emailed to the Pastoral Leader who will collate and, with admin support, ensure this goes to the student.

**Teachers will always be expected to respond to any student emails they, s/he does not need to wait for the Pastoral Leader's update.

Expectations of teachers:

For a sustainable remote-learning approach, flexibility is important to acknowledge the varied personal circumstances of staff. The below aims to do acknowledge this:

- Ensure s/he has a device at home and suitable audio equipment. School will provide teachers with headsets. If there are IT related issues during remote working, teachers must contact the ICT Support department.
- When providing remote learning, teachers must be available during working hours. If this can be the case, the teacher should inform the Principal.
- If a member of staff is unable to work for any reason during this time, for example due to sickness or caring for a dependent, s/he should report this using the School's normal absence procedure.
- To support the aims of our remote learning approach, teachers are responsible for:
 - Setting work for individual classes (If a member of staff is ill, Curriculum Leader's to provide cover work for these classes).
 - Setting work that considers the needs of each child, implementing learning profiles as appropriate, stretch and challenge, as well as scaffolding support.
 - Ensuring set work equates to the timetabled allocation for each child.
 - Uploading all work onto Go4Schools at the start of the school week by 9am Monday. This work must:
 - Include a pre-recorded video instruction to guide students through their learning activities.
 - Include clear resources i.e. the URL link to the lesson, and all shared documents must be clearly named (no 'doc1' etc as file names).
 - Provide feedback in accordance with the School's remote learning expectations.
- Be available to contact parents if needed, ensuring all communication with parents and students happens only through google docs, school email, or telephone (ensuring Private ID is set).
- Check emails daily to keep up to date with school briefings and communications.
- Meet School deadlines as appropriate, requesting support from line managers should there be barriers preventing this.
- Attend virtual meetings as requested by the school and following safeguarding protocols (see further down).
- Undertake student phone-calls as requested by the policy ('Removing Barriers' section).

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:

- Line Management meetings in line with School routines.

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- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Monitoring staff work life balance and well-being.
- Collating of parent and pupil feedback.

Expectations of Pupils and Parents

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process. Working together, St Bernard's expects the same excellent attitudes to learning as would be seen in classroom-based lessons.

The student'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 Google Docs.
- 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 relevant teacher.
- Know their login details to Google Education and Go4Schools, emailing their form tutor when they do not.

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)
- Seek help from the school if they need it using schooladmin@sbch.org.uk.
- Be respectful when making any complaints or concerns known to staff.
- Be mindful that communication with staff/teachers will take place only during working hours.
- Be aware that staff will have varied personal circumstances which they will be balancing against School duties.

Safeguarding

Questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead at per St. Bernard's Safeguarding and Child Protection Policy which can be found on <https://www.sbch.org.uk/welcome-sbcs/policies/>