



Non- Statutory	
Approved by	Head
Website	Y
Staff Email	Y

Remote learning policy

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Approved by and Position	L Mathie – Head Teacher
Signed	
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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

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. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available to provide necessary tasks as soon as possible. If the circumstances are that it is individual pupil, times of contact will be agreed between staff and parents/carers.

If it is a whole class, year group or wider closure, teachers must be available to provide necessary tasks between normal school hours. It is expected that each day's tasks are available for children to access by 9am each morning that the class is requiring remote learning.

If they're 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.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

It is expected that teachers are responsible for:

- Setting work:
 - For their individual classes and for colleagues, if they are unable to provide work for their classes. Staff know their pupils well and know which pupils require specific types of tasks or what levels of adaptation are necessary for a pupil to succeed.
 - It is essential that there is parity between each of the classes in the year group.
 - Each day it is expected that classes are set as a minimum a maths task, an English task and an additional subject (for example a history or science task). Pupils will be told clearly when work is expected to be submitted; this depends

on the teacher's own circumstances and pupils' access to necessary technology.

- It is expected that each day's tasks are available for children to access by 9am each morning that their class is closed.
- As a guide, work for KS1 should equate to approximately 3 hours a day, less for E.Y.F.S. and 4 hours for KS2.
- Work should be uploaded via Class Dojo for children to access.
- Should an individual class need to isolate, it is expected that year group staff communicate via whichever means suits them best, to ensure that the class in isolation is accessing work which is of similar content to that taught in the physical classroom.
- Staff are expected to have facilitated pupils logging on to their Google accounts and checking how to access work in school in anticipation of some kind of school closure.
- Staff have recorded which children are unable to access their Google Classroom account (for whatever reason) to ensure that equivalent work be either emailed or printed and posted to pupils via staff who are on site early on each morning.

Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.

This includes considering the need of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills

This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study.

When providing remote learning,

➤ Providing feedback on work:

- Staff will use Class Dojo and/or their email to access work from pupils.
- The same platforms are to be utilised in order to provide timely feedback to pupils.
- Ideally pupils would receive feedback on the same day that work is set and submitted however, this depends on the circumstances for each teacher and their pupils.

➤ Keeping in touch with pupils who aren't in school and their parents:

- Staff are expected to make regular contact with pupils and their families. Ideally if all children are able to access Google Classroom contact should take place daily, if this is not possible then contact should be made at least weekly. This can be via email or phone calls. Should the class teacher be unable to make contact the Year Leader will liaise with senior leaders to facilitate contact with other members of staff.

- Staff are only expected to answer emails from parents and pupils within what would be classed as normal working/office hours (between 9am and 5pm weekdays).
- If any complaints or concerns are raised, staff should follow their usual procedures. Firstly speak/contact a senior leader and advise them of the concerns.
- Where a child fails to complete tasks, staff need to deal with it in their usual compassionate manner. It is important to appreciate a pupil's individual circumstances which may explain why work is missing. That said, staff need to remain tenacious and follow up with individuals who are failing to complete work. Should the problem become repeated it is expected that staff alert senior staff who will liaise carefully with parents/carers.

➤ Virtual lessons and meetings:

- Where staff are pre-recording videos for pupils it is essential that the usual school dress code policy is adhered to.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

* Where a child is not attending school due to the need to isolate, class teachers will be made aware as soon as possible by Admin staff (ideally by morning break time but no later than lunchtime). The work that the class are completing (or something equivalent/similar) will be sent to that child to complete as soon as possible; it is important to note that this is always with a note to say that should the child be symptomatic there is no requirement for them to attempt the tasks until they are well and have recovered.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours.

If they're 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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely – this may be online or via a phone call.

➤ Virtual lessons and meetings:

- Where staff are pre-recording videos for pupils it is essential that the usual school dress code policy is adhered to.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.3 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
- 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
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Middle and 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:

- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education – via Dojo
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- *ensuring that all children with an allocated social worker are contacted at least every other day should they be accessing learning through online methods.
- *liaising with teaching staff to monitor pupils not in school as to how they are engaging with online lessons
- *creating a daily/weekly contact list of Previously Looked After/Looked After/children previously known to social workers to check in and contact; follow safeguarding procedures as necessary
- *provide paper copies of work should technology not be available
- *fulfil their usual duties regarding the monitoring of all pupils and liaising with staff about any concerns that may arise and reporting to the authorities if required
- *liaising with external agencies to provide a consistent support system for families and pupils

See also Child Protection Policy

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – we are mindful that some families have a number of children, sharing technological devices, therefore times may be negotiated
- Alert teachers if they're not able to complete work
- Complete work to the deadline set by teachers
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.8 Trust board

The trust board is responsible for:

- 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

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant Year Leader or SENCO
- Issues with behaviour – talk to the management team, start with your Year Leader, then progress to the relevant Assistant Head Teachers, as necessary
- Issues with IT – email technicians or Business Manager
- Issues with their own workload or wellbeing – talk to their Year Leader, Assistant Head Teachers or Mental Health First Aiders
- Concerns about data protection – talk to school Business Manager or Head Teacher
- Concerns about Safeguarding – talk to the Safeguarding Team

All of the above can be contacted via their staff email and every member of staff should have the Head Teacher's number.

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Discuss with Data Protection Lead before accessing and storing any data. This must only be required for school purpose.
- Use school laptops devices ONLY. No personal devices are to be used.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or mobile numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures (e.g. encrypted memory stick or school password protected laptop) and then deleted as appropriate as soon as possible.

5.3 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

Safeguarding remains a priority and the school expects all staff to put the safety of the pupils at the forefront of their role. Staff are expected to follow the usual guidance regarding their own professional conduct and also when to report any concerns regarding a pupil. The school Safeguarding Team can access the CPOMS program remotely but should always be contacted directly should a concern arise. See the separate Safeguarding Policy.

7. Monitoring arrangements

This policy will be reviewed annually (more frequently if necessary) by the Senior Leadership Team.

8. Links with other policies

This policy is linked to our:

- Behaviour and Relationships policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online/ eafety principles