



'Working together to achieve our best in a safe, nurturing environment'

Remote Learning Policy

Approved by:	The Governing Body	Date: October 2023
Last reviewed on:	October 2023	
Next review due by:	October 2024	

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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 during the normal working day- not including breaks and lunchtimes.

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

They are also responsible for:

- Setting work:
 - Class teachers will need to provide work for their own class, those who cover other classes for PPA time, need to provide work for those lessons they would be covering.
 - The work should mirror what would normally be expected during a normal school day as much as possible, but with an understanding of the different format this is given and how accessible it will be for children working at home.
 - The work should be set prior to the start of the school at 9.00am, but we would ask teachers to endeavour to set this the night before if possible.
 - Work should be uploaded to the remote learning platform (dB Learning)
- 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 needs 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

- Providing feedback on work
 - Children will upload their work into their own completed work folder on dB Learning. Other responses may also be included on the blog, forum or in a direct message.
 - Feedback will be given in line with our own marking and feedback policy, but with an understanding that children may be completing their activities at different times and teacher may not be able to respond with immediate effect due to their own workload.
- Keeping in touch with pupils who aren't in school and their parents.
 - When individual class bubbles are self isolating, regular contact should be made with families, this will be done usually via phone or zoom/teams call, two to three times each week.
 - Any emails or messages from parents should be responded to as soon as possible- if this becomes a workload issue, the member of staff should discuss this with the headteacher.
 - Any complaints or concerns should follow the usual procedures we have in school (eg. Logging details on CPOMS, discuss issue with the headteacher etc).
 - If a child is failing to engage with the work set, this should be shared with the pastoral leader who will arrange contact with the family in order to try and resolve any issues they may be having.
- Attending virtual meetings with staff, parents and pupils:
 - Any live/virtual meetings should comply with the normal expectations we have in school for dress.
 - Staff will need to be aware of their background surroundings- choose a space which is appropriate and if necessary, use a virtual background for the duration of the call.

Members of staff within each bubble are expected to arrange the covering of roles to ensure that virtual calls can be undertaken with no detriment to the provision for remote access or children learning in school.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between during their normal working day- not including breaks and lunchtimes.

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
 - Supporting the classteacher in uploading work on the dB learning platform.
 - Provide feedback to pupils via the dB learning platform
 - Deliver interventions via zoom, where requested and agreed
 - Make welfare calls where directed by the classteacher
- Attending virtual meetings with teachers, parents and pupils
 - Any live/virtual meetings should comply with the normal expectations we have in school for dress.
 - Staff will need to be aware of their background surroundings- choose a space which is appropriate and if necessary, use a virtual background for the duration of the call.

3.3 Pastoral Leader

When assisting with remote learning, the pastoral leader will be available between during their normal working day- not including breaks and lunchtimes.

- The pastoral leader should work with teachers and teaching assistants, being a single point of contact for concerns where a child is not engaging as well as hoped with the remote learning provision.
- The pastoral leader will follow up any concerns with phone calls to families or home visits to provide solutions to the issues faced.
- Where there are further concerns, the pastoral leader, in discussion with other designated persons in the school may seek further advice from the safeguarding team or make a referral.

3.4 Subject leads including the SENDCO

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 to discuss the provision and give advice where appropriate.
- Alerting teachers to resources they can use to teach their subject remotely
- The SENDCO to co-ordinate additionality for those children on the SEND register who require a more bespoke learning provision.

3.5 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:

- Co-ordinating the remote learning approach across the school – Mrs. Kindon, the Deputy Headteacher has specific responsibility for this.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and gathering feedback from pupils and parents
- 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 – specify if you will do this on your website or via email

- 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

3.6 Designated safeguarding lead

The DSL is responsible for:

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Following advice and guidance as set out within the addendum to the Safeguarding Policy (Covid-19) published in September 2020.

3.7 ICT staff

ICT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents 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 with accessing the internet or devices

3.8 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school

Staff can expect parents 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

3.9 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Ensuring that the workload of staff and their mental health and wellbeing is supported in response to ongoing factors.

4. Who to contact

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

- Issues in setting work – discuss with the Deputy Headteacher, relevant subject lead or SENCO
- Issues with behaviour – talk to the Headteacher or Pastoral Leader
- Issues with IT – talk to the ICT network manager, Mr. M. Levine
- Issues with their own workload or wellbeing – talk to the Headteacher or a member of the senior leadership team.
- Concerns about data protection – talk to the Headteacher or School Business Manager
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

- Only access data via our secure online systems. Under no circumstances should personal data be printed out and taken off the school site.
- Data should only be accessed using laptop devices provided by the school rather than their own personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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.

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)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- 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

For any further safeguarding concerns members of staff should seek further guidance from the school DSL or deputies, in addition to following guidance contained within the school Safeguarding Policy (September 2020) and Safeguarding Policy Addendum (Covid-19) September 2020.

7. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the full governing board.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Safeguarding policy
- Online safety policy (including the Acceptable use policy agreements).