

Remote learning policy



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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 only consider providing remote education to pupils in exceptional circumstances which have been agreed between school and the family or where 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
- Occasions when individual pupils, for a limited duration, attend on a temporary reduced timetable, which has been agreed between the school and family, for example because:
 - Professionals have recommended an extended transition period to support a pupil with coping with the demands of the school day
 - There are concerns over the safety or mental health of a pupil attending school for the full day

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 between 8.30am-3.30pm.

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
 - For any pupil who would be attending their class during school hours.
 - The amount of remote learning set should be adjusted to reflect the length of the school day the pupil is not attending school. Suggested amounts of work are:
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger pupils
 - 4 hours a day for KS2
 - Work should be prepared so that:
 - Where pupils are attending for part of the school day, their work should be prepared for them to take home at the end of their in school session in preparation for their time at home.
 - Where pupils are at home for an entire school day, it should be prepared by 3.30pm of the previous working day. If this were to be for a period of a few days, teachers can choose to complete this daily or as a pack of work to be completed over a period of days.
 - Teachers should consider access arrangements for work, for example if the pupil can access the internet before setting tasks that require this. If needed, the family support team can be asked to support in finding out this information.

- A work book should be put in place, which offers a space for teachers to set appropriate tasks and for children to record their learning (if this is appropriate to the task).
- The SENCO will liaise with teachers setting remote learning work to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Teachers should ensure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects
 - When setting work, the individual needs of the pupils, such as those with SEND or other additional needs should be considered to ensure tasks are accessible
 - Additional equipment should be provided such as pencils, colours, scissors and glue to support pupils to complete tasks
 - Tasks set should reflect the aspects of the curriculum that the pupil would be accessing were they in school during the period of time they are completing remote learning.
- Teachers should provide feedback in line with the school marking policy, in the same way they would do if the child were in school
 - Where children are attending for part of the day, teachers should request that the work book is brought back daily and the work is marked before adding the next work into the book. Teaching assistants can be used to support with these tasks.
 - Where children are completing remote learning for a period of a few days, teachers should request that previous work packs are returned when new work packs are supplied. Teachers should then mark and provide any necessary feedback to pupils in a timely manner, ideally at the point of the next work pack being issued.
- The family support team will keep in touch with pupils who aren't in school and their parents in line with the attendance policy. If an extension to a remote learning period is needed, this will be decided in consultation with the headteacher.

3.3 SENCO/ Inclusion Lead

The SENCO/ inclusion lead is 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
- Monitoring the remote work set by teachers in their subject such as through regular meetings with teachers or by reviewing work set
- Monitoring the effectiveness of remote learning such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Alerting teachers to resources they can use to teach their subject remotely
- 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 the safeguarding needs are met of children accessing remote learning as outlined in the 'Child Protection and Safeguarding' policy.

3.6 IT staff

IT staff are responsible for:

- 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 if necessary

3.7 Pupils and parents/carers

Staff can expect pupils and parents/carers learning remotely to:

- Be contactable during the school day
- 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 (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 Governing board

The governing 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 subject lead or SENCO
- Issues with behaviour – talk to the relevant phase leader/ deputy headteacher
- Issues with IT – talk to IT lead or IT support staff
- Issues with their own workload or wellbeing – talk to the deputy headteachers
- Concerns about data protection – talk to the data protection officer (admin staff)
- 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 use school equipment to access personal data.

5.2 Processing personal data

Staff members should not need to collect and/or share personal data such as part of the remote learning system. If necessary, this is for the school's official functions, and 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.

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 safeguarding concerns, staff can refer to the school's 'Child Protection and Safeguarding' policy.

7. Monitoring arrangements

This policy will be reviewed in two years.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy