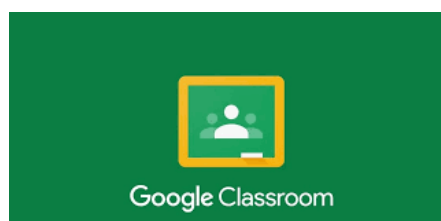# Remote Learning Policy
In the event of attendance restrictions

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Policy produced	March 2023
Policy agreed/last reviewed	27th March 2023
To be reviewed	March 2024

Contents

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:

    o Not possible to do safely

    o 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 should be available to be online between 8:45am and 3:10pm.

If they are 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 are responsible for:

- 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 their class and on occasions share their planning with colleagues.

- Work should be approximately:

    - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children.

    - 4 hours a day for KS2

- This work needs to be set before 6pm the day before, on Google Classroom.

- Teachers should co-ordinate with colleagues to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete their work.

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

- Staff will make phone calls to children/ parents who are not actively engaging in Google Classroom/Tapestry to check in and encourage learning.
- If pupils are not submitting work or having difficulty with the work, staff should use these phone calls to discuss support or alternative work e.g. paper packs, where appropriate.
- The admin email address will be available for parents to communicate with teachers. Teachers should not answer emails outside of working hours.
- Should there be any complaints or concerns shared by parents and/or pupils, teachers should refer these to a member of the leadership team

- Any general concerns about the wellbeing of a child/family should be shared with a member of SLT, this includes if a family is not engaging in Google Classroom/Tapestry or alternative provision (i.e. phone calls and paper packs).
- Any safeguarding concerns should be shared with the Designated Safeguarding Lead (DSL).
- SLT / BATIC counsellors will make weekly phone calls to children considered vulnerable.
- SENCO will make weekly phone calls to those with EHC Plans in addition to the contact they will receive from their teachers.
- If a child is not engaging in the learning, despite the teacher's best efforts, a member of the SLT will call parents to see what support is needed.

3.2 Learning Support Assistants

When assisting with remote learning, Learning Support Assistants should be available for their normal working hours.

If they are 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, LSAs are responsible for:

- The LSA may also be asked to make phone calls to the child/ parent to support wellbeing or learning and support in putting together work, where necessary.
- Taking part in Zoom meetings where necessary.

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 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 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

- Monitoring the effectiveness of remote learning – Regular meetings with teachers and subject leaders, reviewing work set or reaching out for 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 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

- The SENCO is responsible for ensuring that those children on the SEN register and those entitled to PPG are given appropriate learning opportunities through; -
  - Regular meetings with teachers and subject leaders, reviewing work set and monitoring engagement
  - Reaching out for feedback from pupils and parents with a focus on those with an EHC Plan.

3.5 Designated safeguarding lead

The DSL is responsible for:

- Ensuring that all staff are trained to recognise concerns when dealing with children remotely and to know when to alert the DSL to a safeguarding concern
- Ensuring that staff are providing remote education in a safe way for both them and their pupils
- Ensuring that parents are provided with materials to help them keep their children safe online.

3.6 IT team

IT support 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
- Assisting pupils and parents with accessing the internet or devices

3.7 Pupils and parents

Staff can expect pupils learning remotely (with the assistance of their parents) 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
- Be respectful when making any complaints or concerns known to staff

3.8 The Board of Trustees

The Board of Trustees are 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

4. Who to contact

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

- Issues with their own workload or wellbeing – talk to their Line Manager
- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to their Line Manager
- Complaints from parents – talk to SLT/HT
- Issues with IT – talk to IT team or SLT
- Concerns about data protection – talk to the SLT
- 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 information from the Google Drive on a secure device.
- Any information about children should be kept confidential in line with data protection policies.
- Phone calls to children are to be made on the school premises.

5.2 Processing personal data

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

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

Our Child Protection Policy is found in the Staff Google Drive or on the website and is updated regularly to take into account the circumstances surrounding COVID.

7. Monitoring arrangements – Policy to be reviewed annually or before to ensure it is in line with current Government guidance.

8. Links with other policies

This policy is linked to our:

- Positive Behaviour & Anti-Bullying policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety policy