

Remote Learning Policy 2023-2024

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Reviewing committee:	Full Governing Body
Lead Governor Responsible:	Gareth Evans (Chair of Governors)
Reviewers:	Headteacher and SLT
Linked Policies:	Attendance Policy, Behaviour policy, Child Protection Policy, Data Protection Policy and privacy notices, Home-school agreement, ICT, internet acceptable use policy and online safety policy and Assessment for Learning and Feedback Policy.
Policy is based upon:	DfE Guidance The Key Remote Learning Policy Model
Ratification Date:	September 2023
Signed by Headteacher:	Lynn Martin
Signed by Acting Chair of Governors:	Gareth Evans

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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

Teachers will be responsible for publishing high-quality remote learning on our remote learning platform Seesaw. This will be regularly checked by the phase leaders (Mr McLaren – Lower School Phase Leader/Assistant Headteacher and Miss Stewart – Upper School Phase Leader/Assistant Headteacher). In addition to this, teachers will give regular and personalised feedback to children once they have completed the work. It is the teachers and phase leaders responsibility to monitor the engagement of remote learning. If any child/ren are not engaging in remote learning, then it is the teacher's responsibility to contact the parent/carer to find out the reasons for this and ensure that all children are receiving a high-quality education, just like they would in school. The class teacher may wish to discuss the pastoral needs of the child with our school's SENDCo and Inclusion Leader (Mrs Boardman) who will be able to support with this.

3.1 Teachers

When providing remote learning, teachers must respond within their working days between 8.00am to 5.00pm. Teachers will upload or respond to remote learning. If teachers are ill and unable to upload or respond to remote learning then another teacher or LSA/HLTA will act in their absence.

If children 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 home learning via Seesaw, teachers will set home learning on the agreed days for their year group.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, 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. Teachers need to consider the following items:

- Who they need to provide work for, including if they may need to cover for other classes.
- Ensuring remote education is equivalent in length to the core teaching pupils would receive in school as well as time for pupils to complete tasks independently.
- A minimum of at least 4 hours a day including the full curriculum taught in school.
- When this work needs to be set (e.g. 5pm the day before if we know about the child's absence that morning).
- Work is uploaded onto our remote learning platform Seesaw.
- Children who need work setting will be discussed in year group teams on a regular basis (through the phase leaders) and work will be distributed evenly dependent on who is responsible for planning each subject.

➤ **Providing feedback on work:**

- Teachers will all have log ins to our remote learning platform and these will be accessed on a daily basis dependent on who has been set work. Feedback will be in line with our Assessment for Learning and Marking Policy.
- Teachers will be expected to give feedback to children within 24 hours so that children are receiving the expected feedback they would normally receive if they were in school.

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

- Teachers will be expected to be in regular contact with pupils when they are providing feedback to pupils who are engaging in remote learning on a regular basis.
- If after 24 hours a child is not responding or completing their remote learning, teachers will contact the family via phone to see if support is needed and to check on the welfare of the child.
- Communicate within working hours. Teachers are not expected to contact children or families outside of the normal school working hours of 8.00am to 5.00pm weekdays.
- Teachers should seek advice from their phase leaders (who are also DSL's) if there are any concerns or complaints shared by parents and pupils when appropriate.
- Record any safeguarding concerns on CPOMs and notify the DSL or DDSL immediately.

3.3 Subject leaders

Alongside Miss Carne (our school's Attendance and Behaviour Lead who will also follow up with children parents if they have not reported the child's absence) subject leaders are responsible for:

- Considering whether any aspects of the subject curriculum needs to change to accommodate remote learning.
- Working with teachers who are setting their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leaders 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 such as through regular meetings with teachers and reviewing work set.
- Alerting teachers to resources they can use when setting work remotely.

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 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.
- 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 whether pupils, who are 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 – Miss Stewart (Lower Phase Leader/Assistant Headteacher and Mr McLaren – Lower Phase Leader/Assistant Headteacher) as well as Miss Carne (Attendance and Behaviour Lead).
- 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.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Be available during working hours to respond to any safeguarding queries or concerns.
- Report any safeguarding concerns to the appropriate bodies in line with the school's Child Protection Policy.
- Support staff to act in line with the Child Protection policy and Safeguarding policy and advise accordingly.

3.6 School Business Manager and Administration Assistants

The Business Manager and Administration Assistants are responsible for:

- Accessing and responding to Admin emails, phone calls, issuing parent emails and texts using Arbor.
- 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 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, LSA's or HLTA's.
- Alert teachers if they're not able to complete work.
- Discuss any concerns with their teachers.

- Act in accordance with normal behaviour rules as outlined in our behaviour policy.
- Follow the agreements for pupils set out in the Home School Agreement.

Staff can expect **parents** with children learning remotely to:

- Engage with the school and support their children's learning to establish a routine that reflects the normal school day as far as reasonably possible.
- Make the school aware if their child is sick and therefore unable to complete remote learning, following the school's usual absence procedures.
- Support their child to access, complete and upload remote learning, providing a suitable place for children to be able to focus on their learning.
- Seek help from the school if they need it by contacting the school office and asking for help or leaving a message for the class teacher on Seesaw.
- Make concerns or complaints known only to the relevant member of staff via Seesaw, admin email or phone call (not via social media) and be respectful when doing so.
- Continue to adhere to all agreements set out in the Home School Agreement for parents.

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 parents have any questions or concerns during remote learning, they should contact the following individuals:

- Child Protection and Safeguarding – Mrs Martin (Headteacher and Designated Safeguarding Lead) or Mrs Bailey, Miss Stewart, Mr McLaren or Miss Carne (Deputy Designated Safeguarding Leads).
- Content of pupil work, support for pupil learning – class teachers or phase leaders.
- Pupil behaviour or mental health – class teacher, phase leader, Mrs Boardman (SENDCo and Inclusion Leader) or Miss Smith (SENDCo).
- Technical support to access or log in to remote learning – Mr Grant (School Business Manager), Mrs Doughty and Mrs Chapman (Administration Assistants) or Mrs Hart (Finance Assistant).
- Concerns about data protection – Mr Grant (School Business Manager).
- SEND (Special Educational Needs and Disability) – Mrs Boardman (SENDCo).

5. Data protection

5.1 Accessing personal data

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

- Access the data in Seesaw using school owned devices, especially where files are being downloaded that may contain information that will identify an individual (e.g. a piece of homework that includes personal information).
- Where a school device is not available, staff must ensure that their session is closed (they logout) in order to prevent another person accessing their Seesaw account; staff must also refrain from downloading files, or ensure that after reviewing them they have been appropriately removed (deleted from the disk and / or clearing their browser cache).

5.2 Processing personal data

- Staff members are not required to collect and/or share personal data such as personal emails (personal emails should not be used, staff are only to communicate via school email addresses) as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.
- Parents have granted their consent for us to provide access to Seesaw using their child's name.
- Staff are to maintain professional conduct, boundaries and behaviours at all times with remote learning.
- Staff are not to provide or share personal data online, this includes in written, spoken or visual form (via recordings).

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 installing the latest updates.

6. Safeguarding

The Child Protection Policy and Safeguarding Policy 2023-2024 can be accessed by all via the school website. Staff can also access it via the school network.

7. Monitoring arrangements

This policy will be reviewed annually by Mrs Bailey. At every review, it will be approved by the Senior Leadership Team before being ratified by the Governing body.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Attendance policy
- Child Protection policy
- Safeguarding Policy
- Staff Code of Conduct
- Data protection policy and privacy notices
- Home-school partnership agreement
- ICT and internet acceptable use policy
- Online safety policy
- Home Learning Policy
- Acceptable use policy
- Teaching and learning policy
- Feedback for learning and marking policy