

# Remote Learning Policy



## 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.

## 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.

## Roles and responsibilities

Where remote learning is undertaken, it will be overseen by the class teacher in conjunction with Senior Staff (including DSL) and the SENDCO (if applicable).

Where Teaching Assistants are utilised for the provision of remote learning, this will be under the supervision of the class teacher.

## Teachers

When providing remote learning, teachers must be available between 8.45am – 3.10pm i.e. from Period 1 to Period 4. DEAR will not be scheduled during 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

They are also responsible for setting work for affected students by 3.10pm on the preceding day, of at least:

- 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
- 5 hours a day for KS3 and KS4

This work may include live lessons delivered via Teams, independent learning via independent platforms e.g. Maths Mastery, Times Tables Rockstars, or independent tasks such as quizzes or structured independent writing. When setting independent work teachers should be mindful of the level of adult involvement which is required for each activity.

Teachers should co-ordinate with others from the same year group to ensure consistency across the year, and to make sure pupils with limited access to resources can still complete the work.

Teachers are expected to feed back to pupils via Teams – the appropriate method for this will depend on the work set and the year group being taught. If you are unsure please discuss with senior staff.

Similarly, which teachers should be in regular contact with pupils / families, the specifics of how this contact should be conducted will depend on the age range. Emails and phone calls to parents should be conducted in the same way as when school is open, and there continues to be no expectation to be conducting this communication outside of working hours.

Any behavioural issues or complaints should be dealt with in conjunction with senior staff, as they would be while working on site.

Where teachers are working off-site and meeting with students / families, dress code and location / background should follow the same professional standards as working in the school building. Depending on the reason for remote working, teachers may continue to work in school while students are at home; this will be communicated on a case-by-case basis.

## Teaching assistants

When assisting with remote learning, teaching assistants must be available during their ordinary working hours, consistent with their contract, letter of engagement or agency arrangements.

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 individual students – usually via Teams - as required by the class teacher or SENDCO.

Where teaching assistants are working off-site and meeting with students / families, dress code and location / background should follow the same professional standards as working in the school building. Depending on the reason for remote working, teaching assistants may continue to work in school while students are at home; this will be communicated on a case-by-case basis.

## Senior leaders

The Principal, supported by the leadership team, has overarching responsibility for the quality and delivery of remote education.

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 – if you've assigned 1 member of staff to lead on this, highlight them here
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations along with the Trust's IT and central teams.
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that Teams has available
- Providing information to parents/carers and pupils about remote education – this will be posted on the school's website but also emailed to parents/carers.
- 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
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers 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
- Making decisions about the use of online video lessons such as Oak National Academy

The SENDCO will determine which students are unable to work remotely, if any, and those who will require additional support via Teaching Assistants or other means. In collaboration with the Principal these students will be communicated to all staff.

## Designated safeguarding lead (DSL)

The DSL is responsible for child protection and wider safeguarding in the school. During a period of remote learning the DSL will remain available during school hours for staff to discuss any safeguarding concerns.

The cover arrangements for the DSL i.e. the deputy DSLs will remain in place, as set out in the Safeguarding Policy. CPOMS, the mechanism for reporting safeguarding concerns, should continue to be used as normal.

## IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work, including creating Teams and Channels and maintaining the memberships thereof

- Assisting staff, students and families with technical issues
- Reviewing the security of remote learning and flagging any data protection breaches or concerns to the Data Protection Officer (DPO)
- Assisting senior staff with special arrangements for devices and/or internet access for students in need

## **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/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
- Be respectful when making any complaints or concerns known to staff

## **Executive Team & Governing Board**

The Executive Team, and ultimately 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

## **Who to contact**

If staff have any questions or concerns about remote learning, they should contact the following individuals. Where it is not clear who is being referred to, staff should contact the Principal.

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant head of phase or year
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

## **Data protection**

### **Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will use school-issued devices in all cases. Where there is an issue with a work device which means remote learning cannot take place, this should be raised with senior staff and IT.

Calls should not be made from personal mobile devices, and Teams (or other online meetings) should not be joined from personal devices.

### **Processing personal data**

Staff members may need to collect and/or share personal data on students 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, which can be found on the R drive.

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.

### **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). This is ensured by the school's central policy.
- 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. This is ensured by the school's central policy.
- Making sure the device is locked if left unattended, both inside and outside the workplace.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software. This is ensured by the school's central policy.
- Keeping operating systems up to date – always install the latest updates. This is ensured by the school's central policy.