

# Remote learning policy

Keresley Grange Primary School



<b>Approved by:</b>	Governing Body	<b>Date:</b> September 2024
<b>Last reviewed on:</b>	September 2024	
<b>Next review due by:</b>	September 2026	

# Contents

1. Aims	2
2. Use of remote learning .....	2
3. Roles and responsibilities .....	3
4. Who to contact .....	6
5. Data protection .....	7
6. Safeguarding .....	7
7. Monitoring arrangements .....	7
8. Links with other policies .....	7

---

## 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 between at least 8:30 – 9:00am and 3:30 – 4:00pm if they are still teaching the rest of the class. Where a whole class is being provided with remote learning, teachers must be available at least between 8:30 – 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 children:
  - This may be a child in their class, children in their class, their whole class or they may be from other classes within school (in the case that their usual class teacher is unable to provide remote learning)
  - The work should be sufficient for the below time frames:
    - Up to 3 hours a day on average across the cohort for EYFS
    - 3 hours a day on average across the cohort for Key Stage 1
    - 4 hours a day for Key Stage 2
  - All work should be set and provided for children using the class email address ideally by 4:00pm the day before but at least by 8:30am on the morning of remote learning
  - The work should be similar in content to work planned in the long-term plan for that time period and consist of any combination of:
    - Use of school systems and schemes such as: reading using Read Write Inc or Accelerated Reader books, Times Table Rockstars, Spelling Shed, Freckle Maths (Y5), SATS Companion (Y6), White Rose Maths, The Write Stuff
    - Online lessons provided by the National Academy (<https://www.thenational.academy/#teachers>)
    - 'Live' lessons from the classroom via Teams
    - Additional resources as deemed appropriate
  - All remote learning set should be appropriate for the age and development of the child and be as accessible as possible independently by the learner

- Work should be emailed across using the class email address in the first instance or uploaded into Teams where remote learning is expected to happen over a longer period of time
- Constructive feedback should be given by the teacher using the above method of communication before the next remote learning session (ie the next day)
- If remote learning is happening across different classes, teachers are expected to provide consistent work across those classes
- Keeping in touch with pupils who aren't in school and their parents:
  - At least a daily email or phone call (this may be provided by a Teaching Assistant or member of the Pastoral Team)
  - Teachers would not be expected to communicate with parents or learners working remotely outside of the hours 8:30 – 4:00pm
  - Any complaints by parents should be dealt with following the Complaints Procedure
  - Any Safeguarding concerns that arise during this period should be addressed to the Safeguarding Team and logged on CPOMS
  - If children fail to complete set work, teachers will send reminder emails or phone calls in the first instance and then pass on to a Team Leader
  - Teachers may organise Teams links to other families at home or in school
- Attending virtual meetings with staff, parents/carers and pupils:
  - Teachers must remember that dress code should be in line with the Code of Conduct and consider the location of interaction (eg private area, no background noise, professional setting)

### 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available from 8:30 – 9:00am and 3:30 – 4:00pm if some children are still being taught in school or 8:30 – 4:00pm if all children are involved in 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely – by providing phone calls, offering to have Teams meetings to support with learning
- Liaising with parents as directed by teachers, by phone or class email
- Attending virtual meetings with staff, parents/carers and pupils:
  - Staff must remember that dress code should be in line with the Code of Conduct and consider the location of interaction (eg private area, no background noise, professional setting)

### 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 – explain how they'll do this, such as through regular meetings with teachers or 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
- The SENDCO will support teachers with decisions about remote learning for children with SEND. The SENDCO may provide additional remote support for these learners or set specific work in line with IEP targets.

### 3.4 Senior leaders

The Curriculum Lead 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 – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- 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

### 3.5 Designated safeguarding lead (DSL)

The DSL is responsible for ensuring the Safeguarding policy is adhered to and all remote learners are protected accordingly

### 3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- 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

### 3.7 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 (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 leader in the first instance or SENDCO if the child has SEND needs
- Issues with behaviour – talk to a member of the Pastoral Team or SLT
- 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

## 5. Data protection

### 5.1 Accessing personal data

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

- Access school server remotely (SLT or School Business Manager can provide details with how to do this)
- Use school devices to access this information (not their own)

## 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, 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)
- Use of Outlook online cloud file system
- 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

See Safeguarding and Child Protection Policy 2024

## 7. Monitoring arrangements

This policy will be reviewed every 2 years or sooner if need arises 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
- Online safety policy