Remote Learning Policy

Dee Point
Primary School

Delegate Function: FGB
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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

3.1 Teachers

When providing remote learning, teachers must be available between 8.30 – 4pm

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, this should be reported 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
- Setting work on SeeSaw in a 'Home Learning' folder using the activity features.
- This should be set by 17:00 the day before if it is known that remote education will be needed the following day.
- The amount of work to be provided is to reflect the subjects taught that day:
    - 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
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
- This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- Providing feedback on work:
- Work will be completed by students through the SeeSaw activity.
- Teachers will provide short feedback on core subjects through the marking feature on SeeSaw.
- Feedback should be provided on the day the work is submitted.
- Keeping in touch with pupils who aren't in school and their parents:
- A Teams call should be scheduled for the first day that a child is accessing remote education. This will be scheduled in the Remote Education Team and to a parent or guardian's email address
- Calls should be scheduled for 8:30am and last 5-10 minutes.
- Further calls should be scheduled routinely for a Monday, Wednesday and Friday.
- Teachers are not expected to respond to emails or messages outside of working hours.
- Any complaints or concerns from parents or guardians should be forwarded to a member of SLT as soon as possible.
- If work is not completed repeatedly, a follow up call to parents should be made to discuss this.
- Attending virtual meetings with staff, parents/carers and pupils:
- Ensure that dress is appropriate to school as would normally be worn in the working day.

- Avoid attending Teams calls in locations where other pupils can be viewed or with a large amount of background noise.

3.2 Teaching assistants

- When assisting with remote learning, teaching assistants must be available during their normal working hours.
- [If your school's remote learning hours are different to your normal working hours, highlight your remote learning hours here and ensure this is also reflected in your contracts of employment.]
- 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:
- Pupils identified by SLT or the class in which they normally work.

- Attending virtual meetings with teachers, parents/carers and pupils:
- Ensure that dress is appropriate to school as would normally be worn in the working day.
- Avoid attending Teams calls in locations where other pupils can be viewed or with a large amount of background noise

3.3 SENCO

- When assisting with remote learning the SENCO 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
- 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 class by meeting weekly with them.
- 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

- The headteacher, deputy or assistant headteacher may decide to delegate responsibility for remote provision to a member of staff, depending on the children involved. SLT however have 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
- 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)

Roles and responsibilities will include:

- Availability – being available during school hours.
- Manage referrals – to e.g., Childrens Social Care, Channel programme, Disclosure and Barring service, the Police.
- Working with others – e.g., a point of contact with safeguarding partners, a source of support and advice for staff, to promote supportive engagement with parents and/or carers and the SLT/Governing body.
- Information sharing and managing the child protection/safeguarding files.
- Raising Safeguarding and Child Protection Awareness.
- Updating training, knowledge and skills required to carry out the role of DSL e.g., additional training such as neglect, exploitation etc.
- Providing support to staff.
- Holding and sharing information.
- Overseeing and acting upon filtering and monitoring reports and checks to these systems.

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

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

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 –SLT or SENCO if SEND related.
- Issues with behaviour – SLT
- Issues with IT – Jonathan Mulhern
- Issues with their own workload or wellbeing – SLT
- 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:

- Only use equipment provided by school.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as school 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, which can be emailed on request.

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

Add your own rules if you have additional security measures in place, or delete any that you've already put in place in the devices you've provided for staff.

Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.
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. I've emailed Dan about this.
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

All staff will follow the school's child protection policy which is available here: WHOLE SCHOOL POLICY – SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE

7. Monitoring arrangements

This policy will be reviewed every 2 years by SLT and the Computing lead. 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
- GDPR / Data protection policy and privacy notices
- Staff Code of Conduct and linked policies
- Online safety policy