Remote Learning Policy

Approved by:	Matt Johnson	Date: September 2024
Last reviewed on:	September 2023	
Next review due by:	September 2025	

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:

   o   They have an infectious illness

   o   They are preparing for or recovering from some types of operation

   o   They are recovering from injury and attendance in school may inhibit such recovery

   o   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 9.00am – 3.00pm.

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

> The amount of work they need to provide – note that good practice is considered to be:

>> 3 hours a day on average across the cohort for Key Stage 1 (KS1), with less for younger children
>> 4 hours a day for KS2

>>> N.B. This does not equate to live teaching time but rather it is the time considered to be best practice for activities to be completed and may include live-recorded teaching.

>> Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects (this may fall under the responsibility of someone else in your school)

>>> 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 – cover details such as:

>>> How they will get access to completed work from pupils

>>> How they are expected to share feedback with pupils

>>> When they need to finish sharing feedback on completed work

>> Attending virtual meetings with staff, parents/carers and pupils – cover details such as:

>>> Dress code is appropriate and professional.

> Location – ensure that areas with background noise are avoided

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours.

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, reporting to your line manager by 7am on the day of absence.

When assisting with remote learning, teaching assistants are responsible for:

> Supporting pupils who aren't in school with learning remotely – cover details such as:

>> Which pupils they will need to support

>> How they should provide support

>> If in school, the teaching assistant will also be supporting children in the classroom, as well as remotely.

If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.

3.3 Subject leaders

Alongside their teaching responsibilities, alongside the Teaching and Learning Leaders, Subject Leaders 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

> 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

> Providing printed resources, such as worksheets to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work, where needed

They are also responsible for:

> 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

3.5 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

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, Teaching or Learning Leader or SENCO

- Issues with behaviour – talk to the relevant class teacher or Teaching or Learning Leader
- Issues with IT – talk to office staff who will direct the support to the IT support 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:

- Know how they can access the data, such as on a secure cloud service
- Know which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data 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 the data protection policy.

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)
- 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

Policy Agreed: September 2024

Review Date: September 2026