



**Stogursey C of E  
Primary School &  
Pre-school**



# REMOTE LEARNING POLICY

**Approved by: G Tucker (Headteacher)**

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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 8.30am and 3.40pm.

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**

- 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

This work must be set by 8.30am and up on the Google Classroom.

The teacher is responsible for ensuring those children who might not be able to access devices, get theirs from the office out on loan prior to the start of remote learning set.

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**

Teachers will set out deadlines for work completion and agree in advance how feedback will take place with the children, in line with our feedback policy.

### **-Keeping in touch with pupils who aren't in school and their parents**

For a period of longer than a week, teachers must make a phone call/ teams call to the parent during the 3.30pm-3.40pm to check in with parents. Teachers are not expected to answer emails, phone calls, messages out of the agreed working hours (between 3.40pm and 8.30am and on weekends or school holidays). In the first instance, the teacher should refer any complaints or concerns shared by parents and pupils to the Headteacher. For any safeguarding concerns, refer to the section below. In the first instance, it is the teacher's job to manage behaviour such as failure to complete work, but if this doesn't yield an improvement then the Headteacher must be consulted. There must be a daily act of worship so there must be a daily opportunity for regular interaction with teachers and peers during the school day through a short live lesson. This can be set up in Google Classroom. If it is just one or two children, then this is not practicable but the AV1 Robot may be used towards this but this is at the discretion of the class teacher.

### **-Teacher professionalism and conduct during Remote Learning**

Dress code is as it is in our code of conduct even if this is done from home or elsewhere.

Location- delivering lessons from home is acceptable but teachers must put a background blocker in placet to protect own privacy.

Conduct- this is exactly as is expected in our code of conduct.

If teachers will also be working in school, the headteacher will create and share a timetable for this.

## **3.2 Teaching assistants**

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

If Teaching Assistants 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 assisting with remote learning, teaching assistants are responsible for:

-Following the direction of the teachers they normally work with or have been reassigned to work with by the Senior Leadership Team.

-The same rules on conduct and location applies to Teaching Assistants as teachers.

## **3.3 Subject leads**

The term 'subject lead' here refers to anyone coordinating subject provision across our school, but this also applies to the special educational needs co-ordinator (SENCO) here.

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

### **3.4 Senior leaders**

Louise Day, Senior Teacher 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)**

Please read the relevant policy sections on our website regarding this.

### **3.6 IT staff/ office manager**

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

It is the responsibility of the Office Manager to have oversight of this work, logging calls to the IT team and making arrangements between staff, children, parents and them to resolve these issues.

### **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 Local Governance Committee (LGC)**

The LGC is responsible for:

Insert details, such as:

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 lead or SENCO

Issues with behaviour – talk to the headteacher

Issues with IT – talk to the Office Manager

Issues with their own workload or wellbeing – talk to their line manager



Concerns about data protection – talk to the Headteacher

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:

- Use the Google Drive and Classroom for working with children
- Use the Google Drive and/ or Sharepoint for online storage and collaboration with other staff members including Trust Staff
- It is preferred that only work laptops are used for this work out of school and in school.

### **5.2 Processing personal data**

The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school website.

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)

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 install the latest updates

## **6. Safeguarding**

Please read the relevant sections in our Child Protection and Safeguarding Policies to familiarise yourself with procedures in the event of remote learning.

## **7. Monitoring arrangements**

This policy will be reviewed annually by the headteacher. At every review, it will be approved by the headteacher.

## **8. Links with other policies**

This policy is linked to our:

Behaviour policy

Child protection and Safeguarding policy

Data protection policy and privacy notices

Feedback Policy

ICT and internet acceptable use policy

Online safety policy