



Remote Learning Policy September 2024

See also the following supporting documents:

these can be accessed via the schools' website

- Teaching and Learning Policy
- Behaviour Policy
- Safeguarding Policy
- Child Protection Policy
- Information (including Data Protection) Policy
- E Safety Policy

Rationale

In the event of a school closure, both schools are committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning. Extensive remote learning would apply when either school is closed for an extended period of time, but a high proportion of children and teachers are healthy, and are able to work from home.

This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence of less than one week, whatever the cause.

Remote learning may also be appropriate in situations when pupils, in agreement with their school, have a period of absence but are able to work at home. This may apply in cases such as exclusion from school, or longer term illness. Another example would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms. This will be in effect after one week from their initial absence.

When this policy will not apply:

There is no obligation for schools to provide continuity of education to pupils who absent themselves from school, with or without parental permission, in contravention

*to school or Government guidance. For example, if parents choose to take pupils on holiday during term time. Similarly, this would apply if parents made the decision, **without prior agreement** with their school, to absent their child from school 'as a precaution' against official guidance, in the event of an outbreak of an infectious disease.*

Aims

This Remote Learning Policy aims to:

- Ensure consistency in the federation's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines regarding remote learning and data protection

Please note that this policy has been created with regard to advice and guidance received from the Department for Education (DfE) (see links in Appendix).

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for:

- Monitoring the schools' approach to providing remote learning to ensure education meets pupils' needs
- Ensuring that systems are appropriately secure, for both data protection and safeguarding reasons
- Keeping in touch with the headteacher to ensure the wellbeing of staff and pupils

The Head Teacher

The head teacher is responsible for:

- Coordinating the remote learning approach inline with the latest Government and Local Authority guidance
- Supporting teachers, families and pupils both by email and in virtual meetings, particularly with regard to wellbeing
- Supporting vulnerable families to access resources to support their child's learning and welfare

Teachers

Teachers ideally will be available Monday - Friday during their usual working hours within term time, but this will be primarily directed by their own personal and family circumstances/situation during the remote time.

Underpinning this approach is an understanding for flexibility as to when teachers can be available. If they 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.

If during a period of remote learning teachers have any safeguarding concerns these should be recorded via Cpoms and staff should contact the designated safeguarding lead (Mrs Bev Pawson) in line with the school's current Safeguarding Policy.

Teachers will have accessed appropriate training regarding remote learning. They will be familiar with the main functions of Microsoft Teams including having the ability to participate in a Teams Meeting, use Teams to assign classes and to set appropriate learning for the pupils in their care.

Teachers are responsible for setting appropriate learning for their class as follows:

- Class teachers will provide approximately three activities per day for their pupils plus reading; activities will usually include one English (either Writing or Spelling), one Maths and one other Curriculum subject
- Instructions should contain enough detail for the pupil to be relatively independent (age dependent)
- If a child does not understand the learning that has been set or needs further support they should contact their class teacher through Teams
- The amount of time expected for each child to complete the activities will depend on the age of the child
- When setting remote learning teachers will be mindful of the time parents and carers will have available to support their child's learning
- Teachers should not assume that a pupil has access to a printer
- Learning will be set and uploaded through Teams
- All pupils will receive training in using Teams
- Pupils will have their own password and login in details to access their set learning
- Login details will also be shared with a pupil's parent/guardian
- When learning is assigned a completion deadline will also be set
- The teacher will select how they wish to give relevant feedback in line with the learning set and the age of the child. Feedback will be shared with the pupil so they can move on to the next steps of their learning as they would in the classroom.
- Teachers are not expected to feedback during the weekends or in a holiday period
- There is no expectation for teachers to do live video lessons
- Recorded lessons may be used and the use of other online lessons, eg Oak Academy lessons can also be used to share learning with pupils

Teaching Assistants

Teaching assistants should be available during their normal working hours. If they 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.

Teaching assistants are responsible for:

- Carrying out relevant online professional development as set by their line manager
- Being available to go on the cover rota during a partial school closure
- Be willing to complete some tasks from home if possible as directed by the class teacher they normally work with

Subject Leaders

Subject leaders should give support where necessary to colleagues regarding their subject and remote learning. For example this might mean alerting teachers to resources they can use to teach their subject.

Staff Meetings

Staff will be expected to attend regular virtual staff meetings (usually weekly) at a pre-arranged time. This will generally be through Teams. Meetings should not last longer than an hour. Staff must remember that although they may be at home these are professional meetings and dress code, conduct and language should be appropriate.

Special Educational Needs and/or Disabilities

The schools' SENCO (Mrs Catherine Naylor) will be responsible for:

- Liaising with colleagues in regard to the appropriateness of learning set for the children on the SEND register
- Liaising directly with parents and carers of SEND children in regard to supporting with home learning
- Liaising with outside agencies such as the Educational Psychology service
- Keeping up date with EHCP annual reviews in line with the latest DfE guidance

Contact with Families

Staff will contact families for a "wellbeing" chat minimally once a fortnight depending on the length of time that the remote learning occurs for.

Pupils or their families can contact staff through Teams. Responses will occur at a time that is convenient for the teacher, this will usually be during their set working hours.

If a parent/carer has a complaint regarding remote learning they should contact the class teacher in the first instance and if this does not resolve the matter they should follow the schools' usual Complaints Policy (this can be downloaded from the school website).

If a pupil cannot be contacted during the period of remote learning the school will follow procedures as set out in their Safeguarding Children Policy.

Parents and Carers

Pupils have a legal right to access education whether this is occurring in school or elsewhere.

Parents/carers will:

- Be made aware of the arrangements in place for the continuity of education
- Support their child's learning
- Make the school aware if their child is unwell
- Seek help from the school if they need it
- Be respectful when communicating with staff
- Help their child find an appropriate place to work and encourage them to learn to the best of their ability
- Be aware of the dangers of children learning online, supervise their child, factor in time for breaks, lunch, shared activities, time outdoors and fresh air

Pupils

Pupils will:

- Participate in remote learning if they are unable to attend school but are still well enough to learn
- Have access to Microsoft Teams
- Check in daily during term time to access any learning set
- Know their login details
- Know which class they are in
- Complete the set learning and upload it via Teams
- Know how to ask for help if they need it
- Use school online learning tools for educational use only
- Be respectful when communicating with others
- Be aware of how to stay safe online and know what to do if they have a concern

Data Protection

All staff members should be mindful that data can be accessed via the secure cloud service.

Learning completed by children should be stored in a secure file on the schools' servers, it should not be stored on staff's personal devices.

Staff members may need to collect and/or share personal data such as emails as part of the remote learning system. Such collection of personal data applies to the functional working of the schools and does not require explicit permissions.

School content and email addresses should not be shared with anyone outside of the school.

All staff members should take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- keeping devices 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
- Making sure devices lock if left inactive for a period of time
- Installing antivirus and anti-spyware software
- Contacting pupils and their families through their school email address (usually via Teams) not a personal one

Reviewed: 2024