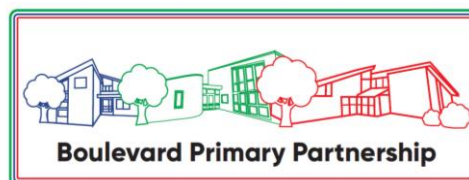


Remote Learning Policy



Approved by:

Governors S&P

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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

In instances of whole school remote learning occasions, Southwood, Downs Barn and Germander Park Schools will ensure that all children have enough devices in their house to be able to see and complete the remote learning set, as well as ensuring that there is an internet connection to enable access to the remote learning platform, Class Dojo. For families that do not have sufficient devices, the school will loan out a laptop, providing there are enough devices and parents/carers can also request a 30 megabyte data Sim card for their mobile phones.

The schools will also provide an exercise book for each child to record their home learning and a pencil.

All members of staff will be expected to wear appropriate clothing, following the BPP Code of Conduct during Remote Learning.

3.1 Teachers

When providing remote learning, teachers must prepare and submit five lessons a day for KS1 and KS2 children (EY teachers should submit 5 activities a day) onto Class Dojo.

For Early Years, teachers should prepare and submit 5 activities a day, matched to the Early Learning Goals and with a strong emphasis on language and communication.

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:

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers set work for children in their year group
 - Teachers set 5 lessons a day. For KS1 and KS2, this should comprise of one Reading, one Writing, one Maths and two Topic lessons. For KS1 children, the lessons should comprise of one Phonics or Reading, one writing, one maths and one Topic lesson. Work can be uploaded onto Class Dojo the night before, or the morning of the learning (by 9am)
 - Teachers need to follow the year group's Long Term Overview when preparing and setting work, although there may be some new aspects of Maths that should wait until face to face teaching and learning can occur again
 - Where there is one teacher in a year group, teachers should discuss how the work will be prepared and set (there may be an opportunity for teachers to lead different subjects, or if on a rota, to prepare activities for remote learning on alternate weeks)
 - Ensuring that the needs of SEND children and more able children are considered at all times, with alternate/adapted work available when necessary

- Providing videos to assist with learning, engagement and wellbeing:
 - Teachers will need to choose a location that is quiet, has a reasonable connection and has the appropriate lighting in order for the person to be seen, so that videos can be seen and heard clearly
- Providing feedback on work:
 - Teachers will need to keep a formal record of children's engagement with remote learning
 - Teachers will need to give regular feedback to pupils who submit work
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers will need to make regular contact with pupils. For those that submit work regularly, the feedback given will be sufficient contact, providing children are made aware that if they have any concerns about work, or about wellbeing, they can contact the school or LAB teams. See remote learning offer
 - Teachers should respond to parents, carers and pupils messages in normal school working hours only. See remote learning offer
 - complaints or concerns shared by parents and pupils can be dealt with by teachers if the nature of the concern or complaint is minor, but should be forwarded to Kate Mathews (or Sarah Scott/Iain Farrington/Nicky Lake in Kate Mathews' absence, if the nature of the complaint or concern is significant and requires MLT involvement)
 - If children fail to submit work, the following response pattern should always be followed: teachers send a message via Class Dojo initially; teachers should then telephone the child's parents to explain the lack of engagement; if there is still no engagement, the Deputy Headteacher/Headteacher will telephone the parent/carers

If teachers are also working in school, time will be provided to enable remote learning to take place. This may be covered by teachers working on a rota system, or by teachers covering each other (those within the same bubble), to enable remote learning time.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during normal school 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.

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

Learning Support Assistants may be asked to read with a child who is at home via a Zoom link, or they may be asked to upload a Class Dojo activity, if they have been supporting a particular child or group. Parents must be present with the child if this takes place.

If LSAs 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.

3.3 SLT

Alongside any teaching responsibilities, senior leaders should continue to use the Class Dojo 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
- Monitoring the effectiveness of remote learning – through 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:

- Monitoring Class Dojo for any safeguarding concerns (this could be in the form of inappropriate messages, or photographs from children, families, or staff)
- Ensuring teachers, parents and pupils know what to do and who to contact if they have any safeguarding concerns about remote learning content, responses to remote learning, or activities during remote learning periods of time
- Ensuring that procedures for Filtering and Monitoring are carried out

3.6 Pupils and parents/carers

Staff should expect pupils learning remotely to:

- 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
- Be contactable during the school day – although consider that they may not always be in front of a device the entire time
- Act in accordance with the school's behaviour policy

Staff can expect parents 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

3.7 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high 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 relevant Subject Lead, or SENDCO
- Issues with behaviour – talk to Year Lead/DHT/HT
- Issues with IT – Contact IT Consultant
- Issues with workload/well-being – talk to HT
- Concerns about data protection – talk to HT
- Concerns about Safeguarding – talk to DSL

5. Data protection

5.1 Accessing personal data

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

- Have closed access to the learning platform Class Dojo
- Have phone numbers of parents/carers of children in their class, which will be deleted after remote learning periods of time
- Only use the school laptop/tablet for remote learning, not personal mobile phones

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as Class Dojo log-in details and phone numbers of parent carers of children in their class, 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. Staff will not give out personal email addresses (all contact should be made through Class Dojo)

However, staff are reminded to collect and/or share as little personal data as possible online

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

All staff members will need to ensure that the schools' Child Protection and Safeguarding Policy is followed at all times during periods of remote learning. Any safeguarding concerns need to be reported immediately to the DSL, or Deputy DSLs [via CPOMS](#).

If virtual meetings, or video recordings take place, staff, parents and pupils will need to ensure:

- All staff should be dressed according to the Code of Conduct for all meetings or video lessons for, or with staff, pupils or parents

7. Monitoring arrangements

This policy will be reviewed every three years.

At every review, it will be approved by Governors' Standards and Progress Committee.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child Protection and Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Code of Conduct