Remote Education Policy

Approved by:	Full Governing Board	Date: September 2023
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Contents

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

The people who will typically have a role in remote learning are:

> Headteacher

> Teacher

> SENCOs

> Supportive Staff

> Parents

> Children

3.1 Teachers

When providing remote learning, teachers must be available between 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. When providing remote learning, teachers should:

> Provide pupils with access to remote education as soon as reasonably practicable, (we aim for within 24 hours of school closing) 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 – cover details such as:

> Teachers will set 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children or 4 hours a day for KS2.

> When this work needs to be set (e.g., 3pm the day before).

> Where work should be uploaded (e.g., school website, remote learning platform) – cover any instructions for doing this if your staff are unfamiliar with the system.

> How they should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

> Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers 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 –:

   o Feedback will be either verbal, or via the seasaw platform.

   o A register will be kept by the class teacher and monitored weekly by SLT. Any child who has not been accounted for within a 48-hour period will trigger absence management procedures.

3.2 Teaching assistants

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

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. Adapt this if the procedure is different. If it is the same, you may still want to remind staff of the procedure here.

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

> Supporting pupils who aren't in school with learning remotely – through the use of small breakout rooms on the zoom platform.

3.3 Senior leaders

The headteacher has overarching responsibility for the quality and delivery of remote education. The IT technician has responsibility for the allocation of hardware to pupils, for example PP children. 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

> Securing appropriate internet connectivity solutions where possible

> 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 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)

The DSL is responsible for:

> The digital safeguarding of resources, and people during periods of online training.

3.6 IT Technician

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 (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 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 – talk to the relevant subject lead or SENCO.

> Issues with behaviour – talk to the relevant SLT member.

> Issues with IT – talk to IT 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:
> Use zoom platform, but not record sessions.

> Comply with data protection policy.

> Use a school provided, or approved device.

5.2 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

Follow the Child Protection and Safeguarding Policy

7. Monitoring arrangements

This policy will be reviewed every 12 months by the headteacher and governors. 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 and coronavirus addendum to our child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy