



George Fentham Endowed School

Remote learning policy

Version: 1

Date created: 11/05/2023

Approved by Governing Body: 2023

Reviewed: 23/02/2024

Next review date: February 2025

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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 and will not be provided when a child is unwell enough not to attend school for a short period of time.

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 (EHCP) plan or social worker, the local authority (LA) may 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.

(In line with DfE Jan 2023: Providing Remote Education – Non Statutory Guidance for Schools)

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers will be available during the period 9am to 3pm, Monday to Friday.

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:
 - Who they need to provide work for, including if they may need to cover for other classes
 - The amount of work they need to provide – good practice is considered to be:
 - 3 hours per day, on average, across the cohort for Key Stage 1 (KS1)
 - 4 hours per day for Key Stage 2 (KS2)
 - When this work needs to be set (as much as is possible, this will be by 9am the following day after it has been taught – a day in arrears)
 - Where work should be uploaded (Microsoft TEAMS/Purple Mash/TT Rockstars etc)
- 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:
 - This will be via Microsoft TEAMS
 - Comments will be left once work is submitted
 - Feedback will then be shared with the pupil, along with any follow up/targets etc
- Keeping in touch with pupils who aren't in school and their parents (we always consider pupils' age and stage of development or need here, for example, children in KS1 or younger may need more parental involvement than older pupils):
 - Regular contact will be maintained, via emails (Purple Mash), TEAMS or phone calls
 - Communication will be between 9am and 3pm, as much as is possible (as the class teacher will most likely have a class to teach as well)
 - Any concerns or complaints should be handled sensitively and professionally at all times. If necessary, they will be passed on to a member of LMT. (See the section below)
 - Any behavioural issues, such as disruption during online sessions or failing to complete work will be dealt with in line with the school behaviour policy
 - Every effort will be made to provide pupils with opportunities for regular interaction with teachers and peers during the school day
- Attending virtual meetings with staff, parents/carers and pupils:
 - Staff to adhere to the School Dress code

- Be conscious of the location for any video calls (e.g. avoid areas with background noise, nothing inappropriate in the background)

Where teachers will also be working in school, every effort will be made to maintain contact and communication with any pupils working at home.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available 'as required' within their contracts.

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:

- Supporting pupils who aren't in school with learning remotely:
 - As identified and directed by the HT/Class Teacher
- Attending virtual meetings with teachers, parents/carers and pupils:
 - As above (see teacher section)

3.3 Subject leads

We use the term 'subject lead' here to refer to anyone co-ordinating subject provision across our school. This would also include our special educational needs co-ordinator (SENCO) who has responsibility for supporting the Remote Learning Lead with co-ordinating remote learning for children with SEND across our school.

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, in conjunction with the Remote Learning Lead, the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons, such as BBC/Oak National Academy

3.4 Senior leaders

Simon Bass (Computing & Online Safety Lead) has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders support the continued use of the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They help staff 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 supporting:

- The Remote Learning Lead in co-ordinating the remote learning approach across the school
- The monitoring of the effectiveness of remote learning through, for example: regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- The monitoring of the security of remote learning systems, including data protection and safeguarding considerations

- In 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
- Provision of information to parents/carers and pupils about remote education
- 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 liaising with the Online Safety Lead and Remote Learning Lead to ensure that all aspects of Government Legislation/Guidance is reflected in our policy and provision.

3.6 ICT staff

ICT staff (including, but not limited to: EICTS staff/technicians, School staff, System providers network support) are responsible for:

- Fixing issues with the systems used to set up and support remote learning (including those for setting and collecting work)
- Helping staff and parents/carers with any technical issues they may experience
- Reviewing the security of remote learning systems and monitoring/flagging any data protection breaches to the Remote Learning Lead and Data Protection Officer (DPO)
- Assisting pupils and parents/carers with accessing the internet, systems and/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 the 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 expectations

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, establishing a routine which reflects the normal school day as far as is reasonably possible
- Make the school aware if their child is sick or otherwise can't complete set work
- Seek help from school if they need it
- Raise any concerns or complaints with staff in a respectful manner

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, Mrs Brooker (SEND/CO) or Mr Bass (Remote Learning Lead)
- Issues with behaviour – talk to the relevant Key Stage Lead (EYFS/KS1 – Mr Bass, KS2 – Mrs Bailey)
- Issues with IT – talk to Mr Bass in the first instance, email EICTS

- Issues with their own workload or wellbeing – talk to their Key Stage, Performance Management Lead or Head Teacher
- Concerns about data protection – talk to the data protection officer (Mrs Smith/Mr Bass/Mrs Gaughan)
- Concerns about safeguarding – talk to the DSL (Mrs Bailey) or Deputy DSLs (Mrs Gaughan and Mr Bass)

5. Data protection

5.1 Accessing personal data

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

- Only utilise devices within the school premises using the secure ICT network.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as DOB/addresses etc 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 its data protection policy / privacy notice in terms of handling data, which can be found on the school website or a copy can be viewed at the school office.

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 – ensuring that we've installed the latest updates

6. Safeguarding

See Child Protection and Safeguarding policies.

7. Monitoring arrangements

This policy will be reviewed annually by the Computing/Online Safety Lead. At every review, it will be approved by the Governing Body (Standards and Curriculum).

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy