

Community Primary School

Hampshire



Remote Learning Policy

Adopted on:	Mar - 25
Signed on behalf of the Governing Body	Mrs B Read Chair
Review Date	Mar 27

Remote Learning Policy

1. Aims

This Remote Learning Policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not 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.

4. Roles and responsibilities

Teachers

These responsibilities will differ depending upon the reason why remote learning is necessary.

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.
- Ensure that there is clarity regarding the access and completion of work e.g. length of time, where to upload.
- Ensure that work produced is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
- Provide feedback on a regular basis to ensure that misconceptions are addressed and progress is supported.
- Keep in touch with families to support the effectiveness of learning provided and identify and pastoral needs.

Content and tools to deliver remote learning will also vary depending upon the reason but are likely to include some of the following:

- Online platforms– Tapestry and Google Classroom.
- Use of recorded or live video used for e.g. assemblies, instructional videos and interactive lessons.
- Phone calls home.
- Printed learning packs.
- Physical materials such as story books and writing tools.
- Use of online resources e.g. BBC Bitesize, Oak Academy, Time Tables Rock Stars

Teachers will ensure that if working from home to provide pre-recorded or live teaching:

- They are wearing suitable clothing.
- Any computers used are in appropriate areas, for example, living room or that the background is blurred if necessary.
- Recordings (or live teaching) do not feature any other members of the staff's household.
- The language used is professional and appropriate.
- Where one-to-one sessions are permitted, all conditions for delivering these sessions are adhered to including obtaining prior agreement of Headteacher, notifying parents and that the sessions are recorded and saved.
- They do not permit any member of their household to observe any online teaching or event which might allow them to observe or engage with pupils.

- They report any safeguarding issues that they might identify or concerns that might be raised in relation to any child in consequence of their engagement in remote learning in accordance with the school's Overarching Safeguarding Policy and the Child Protection Policy.
- They comply with the provisions of the school's IT Acceptable Use Policy, Data protection Policy and the Staff Code of Conduct.

Learning Support Staff

Learning Support Staff will comply with the expectations of behaviour as set out for teachers. The deployment of their roles will be led and monitored by the Deputy Headteacher, taking into consideration the needs of all pupils.

Senior Leaders

Have overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set, or reaching out for feedback from children and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Distributing laptops and securing appropriate internet connectivity where possible to support families in accessing.
- Co-ordinating communication with parents to ensure clarity of provision and expectations.
- Co-ordinating the professional development needs of staff.
- Ensuring the wellbeing of staff, including managing workload.

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the overarching Safeguarding Policy and the Child Protection Policy.

The Inclusion Leader

As well as overseeing the deployment of the learning support team the Inclusion Leader will:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Writing individual risk assessments for children as required.

Children and parents

Staff can expect children learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or learning support staff.

- Alert teachers if they are not able to complete work.
- Not share their Google Classroom passwords with others.
- Behave online as they would in the classroom and/or in an assembly and remember the school's values and behaviour policy.
- Keep to school policies on IT use and to report to parents and/or teachers if anything happens online which worries them/makes them feel unsafe.

Staff can expect parents with children learning remotely to:

- Engage with the school and support their child's learning, and to establish a routine that reflects the normal school day as far as is reasonably possible.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Share any complaints or concerns with the Headteacher.
- Make sure their child keeps to the school IT use policy and report to the school any safeguarding concerns they/their child may have because of anything that happens online.
- Ensure appropriate supervision is in place while their child is working online.
- Support their child's wellbeing e.g. through the use of screen breaks and exercise breaks

Governing Body

The Governing Body 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.

6. Links with other policies and development plans

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Child Protection policy
- Data Protection policy and privacy notices
- ICT Acceptable Use Policy
- Staff Code of Conduct