

Remote learning policy

Chevening (St Botolph's) CE Primary School



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Approved by:

SLT

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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 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

In line with our Policy for 'Supporting children with medical needs who cannot attend school', the school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used for individual children, 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

3.1 Teachers

When working to provide remote learning, teachers should be available between 8.45am -3.20pm. Each day, an hour's lunch break will be taken flexibly, depending on the circumstances. (Ordinarily lunch is 12-1pm for KS1 and 12.30-1.30pm for KS2).

Typically, 8.30-8.45am and 3.20-4.30pm are dedicated for teachers' administration responsibilities, planning/ marking or meetings, so they might not be available to respond to parental messages.

If teachers 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.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable (from Day 2 of an extended period of closure/remote learning) and in proportion to the length of absence and disruption to the learning of all learners.
 - In some circumstances, teachers may ask parents/carers to collect 'packs' of work/resources to support remote learning and to make use of Reading, Lexia/Times Table Rock Stars, Maths homework books and/or homework grids for the first day of closure/remote education.
 - Follow good practice guidance for the amount of work they need to provide –
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - 4 hours a day for KS2
- 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

Teachers are also responsible for:

- Setting work –
 - On a daily basis, for their class, taking into consideration any additional needs of individual/groups of children.
 - Reflecting each school day's organisation of curriculum for coverage and duration of lessons and worship for their class.
 - By 9pm the night before (in readiness for the second day of closure).
 - All instructions and resources need to be uploaded to either the school website or Microsoft Teams/Office365.
 - Co-ordinate with co-teachers, including those teaching in school, to ensure consistency across the week/subjects/expectations.
 - Consider alternatives/adaptations needed for any pupils with limited access to devices, so they can still complete the work
- Providing feedback on work:

- Staff will access/receive individual work from pupils via Teams/Office365
- Give feedback to pupils via Teams/Office365; some feedback might be whole class, group or individual
- For extended periods of closure, feedback will be given at least every other day for Maths and English; timely feedback will be given for other subjects.
- *If feedback is not to be given, staff will be clear in their instructions to the children.*
- Keeping in touch with pupils who are not in school and their parents:
 - Staff will attempt regular contact with children/parents, via Teams, school emails or on-site school phonecalls, where possible;
 - Staff will attempt to answer parents/children's emails within their normal working hours
 - If work is not completed, staff will contact parents/carers on an individual basis to seek resolution.
- When attending virtual meetings with staff, parents and pupils –:
 - Staff will dress with the school's dress code
 - Staff will use suitable locations (e.g. ensuring appropriate backgrounds and lack of interruptions/noise)

In the situation where some teachers are also working in school, adaptations to the above plans may be needed.

3.2 Teaching assistants

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

Each day, a half hour lunch break will be taken flexibly, depending on the circumstances. (Ordinarily lunch is 12-1pm for KS1 and 12.30-1.30pm for KS2).

8.30-8.45am are dedicated for teaching assistants to liaise with class staff and to support with administration responsibilities, preparation or marking.

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 teaching staff with remote learning, teaching assistants may be linked to a particular class/teacher and involved in:

- Supporting individual/groups of children with learning remotely by:
 - Providing support as directed by Class Teacher or SLT
- When attending virtual meetings with staff, parents and pupils –:
 - Staff will dress with the school's dress code
 - Staff will use suitable locations (e.g. ensuring appropriate backgrounds and lack of interruptions/noise)

3.3 Subject leads

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 the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy
- The SENDCo will advise staff and parents about suitable approaches for remote teaching and learning for individual children with additional needs, keeping in mind class and individual requirements

3.4 Senior leaders

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:

- Overseeing/ supporting the distribution of school devices accompanied by a user /acceptable use agreement
- Advising/seeking support from IT technicians re appropriate internet connectivity solutions where possible
- Supporting teachers, support staff and admin staff in 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
- Supporting teachers/admin staff in devising/using 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 via policy, Office365 and the school website.
- Monitoring the effectiveness of remote learning –through discussions with teachers, reviewing work set or feedback from pupils and parents/carers as needed.
- 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 and supporting staff CPD on relevant accessibility features that your chosen digital platform has available
- Supporting teachers and admin staff in providing information to parents/carers and pupils about remote education
- Working with the catering team and school admin staff 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 Team is responsible for:

Overseeing the Safeguarding of children in school and at home, with the support of parents/carers. Chevening (St Botolph's) Child Protection Policy can be found [here](#)

The DSL Team comprises:

Headteacher: Miss Karen Minnis: Designated Safeguarding Lead;

Deputy Headteacher: Mrs Lisa McLean: Deputy Designated Safeguarding Lead

SENDCo: Mrs Natasha Caisley : Deputy Designated Safeguarding Lead

3.6 IT staff

Our IT technician will support staff and children by:

- › Helping to fix issues with systems used to set and collect work
- › Helping staff with any technical issues they are experiencing
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Keeping operating systems up to date – always installing the latest updates.

3.7 Pupils and parents/carers

Staff expect **pupils** learning remotely to:

- › Be contactable during the school day; staff **do not** expect children to be in front of a device the entire time; if contact during this time is not possible, children must be available as agreed.
- › Attempt, complete and submit 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, in a timely fashion (before a deadline is due)
- › Act in accordance with normal school and class behaviour rules / systems (and any specific online behaviour rules where applicable)

Staff 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
- › Provide their child with suitable working space and environment, free from distraction
- › Seek help from the school if they need it
- › Be respectful when alerting staff to concerns and difficulties

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 Subject Leads, or SENDCO for advice/strategies for accessibility and bespoke provision
- › Issues with behaviour – talk to SLT or SENDCo
- › Issues with IT – talk to the IT technician
- › Issues with their own workload or wellbeing – talk to colleague, SLT, SENDCo
- › Concerns about data protection – talk to Headteacher/Bursar
- › Concerns about safeguarding – talk to the Designated Safeguarding Lead or Deputies

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will comply with school expectations:

- Using Office 365 for hosting live/recorded teaching/learning sessions and for posting activities to their class; using the class page on the school website to provide general information and resources. Data will be stored and shared via Office 365 - a secure cloud service- or via the school's server.
- Using school hardware to access data and communicate with pupils, staff and outside agencies.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as names, usernames, email addresses 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 GDPR and data protection policy / privacy notice in terms of handling data, which can be found on sharepoint.

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 school 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 is locked/logged off, 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

The school's Child Protection Policy can be found on the school website and, for staff and Governors, on sharepoint.

7. Monitoring arrangements

This policy will be reviewed every two years (if there is an indefinite period of remote education at local/national level) by the school's Senior Leadership Team. After every review, it will be shared with Governors via FGB or Strategy Committee, for information.

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
- Attendance Policy
- Policy for Supporting children with medical needs who cannot attend school