



Remote Learning Policy

This policy includes the Early Years Foundation Stage (EYFS)

Policy written: 7th January 2025

Policy to be reviewed: Before 7th January 2027

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.

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.

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 can continue learning, for example because:
 - They have an infectious illness but are physically well;
 - 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 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 an exclusion/suspension, even if the pupil is asked to access online education while excluded/suspended.

Roles and Responsibilities

Teachers

When providing remote learning, teachers must be available during their normal working hours.

If they 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, 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.

Teachers are also responsible for:

- Setting work;
- Making sure that work provided during periods of remote education is of high quality, meaningful, and ambitious:
 - 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;
- Keeping in touch with pupils who are not in School and their parents;
- Attending virtual meetings with staff, parents/carers and pupils, continuing with the high standards of dress and location, that we would expect;
- Being aware of safeguarding procedures when working with pupils remotely, and ensuring they are followed;
- Supporting pupil well-being, and providing pastoral support, as they would in a physical classroom.

Teaching Assistants

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

If they 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in School with learning remotely, under instruction from a teacher;
- Attending virtual meetings with teachers, parents/carers and pupils, continuing with the high standards of dress and locations, that we would expect.
- Being aware of safeguarding procedures when working with pupils remotely, and ensuring they are followed;
- Supporting pupil well-being, and providing pastoral support, as they would in a physical classroom.

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;
- 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.

Senior Leaders

The SWS SLT have an overarching responsibility for the quality and delivery of remote education.

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);
- 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:

- Ensuring staff are trained on and confident in safeguarding procedures when working remotely;
- 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;
- Providing information to parents/carers and pupils about remote education via ParentHub.

Designated Safeguarding Lead (DSL)

The DSL is responsible for the overall safeguarding of pupils during a remote learning period. Please refer to our Safeguarding Policy for our procedures.

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 our normal behaviour expectations.

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;
- Be respectful when making any complaints or concerns known to staff.

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.

Who To Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – Headteacher
- Issues with behaviour – Deputy Headteacher
- Issues with IT – Operations Manager
- Issues with their own workload or wellbeing – Deputy Headteacher
- Concerns about data protection – Operations Manager
- Concerns about safeguarding –DSL or DDSL

Data Protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will only use SharePoint and Microsoft Teams servers for data storage purposes.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and assessment data, 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.

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.

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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

Links to Other Policies

This policy is linked to our:

- Behaviour Policy (including Exclusions)
- Safeguarding Policy
- Data Protection Policy and Privacy Notices
- ICT and Acceptable Use Policy
- Online Safety Policy
- Curriculum Policy

Policy review:

This policy will be reviewed biannually.

Reviewed by	Catherine Ralph
Date written	7 th January 2025
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