

Remote learning policy

PADFIELD COMMUNITY PRIMARY SCHOOL



Approved by:	Governing body	Date: January 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.

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.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8:45 and 15:15.

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:

- Teachers will provide work for their own class on the days that they are contracted to work. If a teacher is off work sick, other team members may be asked to help to provide work for that teacher's class, so that the children are provided for.
- KS1 children will be provided with 3 hours a day on average; KS2 children with 4 hours a day. EYFS children will be provided with short tasks e.g. phonics/numbertasks.
- Work will be set by 3:15 the day before and it will be uploaded to each Class Dojo page or Teams, depending on the duration of the remote learning period.
- Team leaders/SLT will provide guidance on the type of work to be set, to ensure consistency across the year groups/school.
- Parents of children with limited access to devices will be contacted and arrangements made for paper copies of work to be collected from school/devices to be borrowed, as appropriate.
- Work set during periods of remote education will be high quality, meaningful, ambitious and will cover an appropriate range of subjects. It will consider the needs of SEND pupils, adult involvement and whether pupils have an appropriate place to study.
- Feedback on work may be provided on the learning platform that has been used as appropriate, and depending on the work set. This will be done within 24 hours of the work being completed.
- During periods of remote learning, parents can keep in contact with school via Class Dojo, email or phone call. Emails, messages and phone calls will be responded to within school's working hours.
- During extended periods of remote learning, school will endeavour to make contact with families once a week by telephone. We will also arrange online meetings for pupils and teachers, to provide regular opportunities for interaction with teachers and peers.
- If any pupils are not completing the work set by their teacher, this will be addressed with the parents to determine if any support is needed.

- During virtual meetings, staff, parents/carers and pupils will be expected to be dressed appropriately, e.g. professional dress for school staff and clothes rather than pyjamas for pupils.
- During virtual meetings all parties should endeavour to be in an appropriate location where possible, e.g. avoiding areas with background noise and anything else that is inappropriate/unprofessional in the background. Background filters on cameras can be used to assist with this.
- If teachers have class responsibilities in school and are unable to fulfil remote learning duties for individual pupils during a period of remote learning, other members of school staff will assist with this.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their contracted 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely. This could include any pupil within the school. Class teachers will provide guidance on support needed.
- Attending virtual meetings with teachers, parents/carers and pupils. Please see above for guidance on appropriate dress code/location etc. during virtual meetings.
- If teaching assistants have class responsibilities in school and are unable to fulfil remote learning duties for individual pupils during a period of remote learning, other members of school staff will assist with this.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum needs to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject – work set will be reviewed by subject leads and guidance given to teachers as needed.
- Alerting teachers to resources they can use to teach their subject remotely and liaising with SLT to make decisions about resources such as online video lessons etc.

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:

- 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:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set and 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 our digital platform has available.
- Providing information to parents/carers about remote education – this will be done via Class Dojo/school website or via email, as appropriate.
- 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:

Safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

The school protects and educates learners and staff in their use of technology, including where they are learning remotely, and has mechanisms to identify, intervene and escalate any concerns where this is needed.

For further details, refer to the Safeguarding and child protection policy on the school website.

3.6 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- Complete work to the deadline set by teachers (unless alternative arrangements have been made with school due to individual circumstances).
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are unable to complete work.
- Act in accordance with normal behaviour rules of the school.

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 school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it (pastoral or educational).
- Be respectful when liaising with staff.

3.7 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:

- SLT/Key Stage leads Craig Woodward, Kate Warburton, Kathryn Johnston (EYFS/KS1), Kathryn Skuse (KS2)
- Louise Wilson (SENCO)
- DSL/deputy DSL

5. Data protection

5.1 Accessing personal data

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

- Access personal data through RM Integris or the staff drive accordingly, using school devices only, not using personal mobile phones/ipads etc.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as phone numbers or 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 data protection policy / privacy notice in terms of handling data, which can be found on the school website – IT Security and Acceptable Use Policy.

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 – always install the latest updates

6. Safeguarding

Please refer to our Safeguarding and Child Protection Policy for further details about remote learning and safeguarding.

7. Monitoring arrangements

This policy will be reviewed annually by the executive head teacher or head of school. At every review, it will be approved by the governing body.

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