



Remote Learning Policy

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Woodseaves CE Primary Academy



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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

The Headteacher has the responsibility for ensuring that the appropriate remote education is in place alongside the following roles:

3.1 Teachers

When providing remote learning, teachers must be available between 8.40am and 4.00pm.

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:
 - The children in their class and any other group that may require it.
 - Amount of work to include – 1 hour per day on average for children in EYFS; 3 hours a day on average across the cohort for Key Stage 1; 4 hours a day on average for Key Stage 2.
 - Work needs to be set at 8.40am on the day it is to be completed
 - Work should be uploaded via Microsoft Teams
 - Staff will need to continue to follow the curriculum progression documents as closely as possible to ensure consistency.



- Where multiple children in a household are using shared devices teachers should liaise with other teachers in school and the children's parents to allocate suitable times and duration.
- Work provided during periods of remotion education must be of high quality, be meaningful and ambitious and cover a range of subjects.
 - This includes consider the needs of individual pupils such as those with SEND and 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 children have a suitable place to study.
- Providing feedback on work:
 - Completed work to be uploaded to Teams folder (each child has their own specific folder per subject)
 - Feedback can be shared via voice overlay on Microsoft or through using the 'Show
- Keeping in touch with pupils who aren't in school and their parents.
 - Pupils are to make daily contact via Teams call for 10 minutes to discuss the days work.
 - Any complaints or concerns for safeguarding concerns should be dealt with promptly.
 - Complaints or concerns shared by parents and pupils need to be recorded on CPOMS.
 - If any behavioural issues arise, the sanctions in place in school (via Dojo) should follow into remote learning.
 - Daily check in via Teams call to ensure access and understanding.
- Attending virtual meetings with staff, parents/carers and pupils
 - Dress code is the same as when staff are in school on a face to face day with children
 - If staff are working from home it is expected that they avoid areas with background noise and assess the background to their screen – consider blurring the background on video class.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal contracted working 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 children who aren't in school with learning remotely



- Children with SALT issues and other SEND needs which may need additional support with remote learning lessons.
- This support might be through pre teaching sessions of the materials covered or post teaching, checking in with pupils or supporting the teacher to adapt learning and provide scaffolds.
- If the class teacher is working remotely but children are in school, teaching assistants may need to be based in a classroom to supervise children accessing remote learning.

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 subjects remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and SLT to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set at appropriate distance from each other.
- Monitoring the remote work set by teachers in their subject – regular meetings with teachers and review work set.
- Alerting teachers to resources that they can use to teach their subject remotely.
- Making decisions about the use of online video lessons such as Oak National Academy.

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 overall effectiveness of remote learning- regular meetings with teachers and subject leaders, reviewing work and gathering feedback from parents and pupils.
- 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 your chosen digital platform has available.
- Providing information to parents/carers and pupils about remote education – via email.
- Working with the catering team to ensure that pupils eligible for benefits-related free school meals are provided with good quality lunch parcels or food vouchers.

3.5 Designated safeguarding lead (DSL)

- The DSL is responsible for dealing with an arising safeguarding concerns raised by children, staff or parents/carers.
- Providing safeguarding training to staff and parents relating to digital safeguarding and remote learning.

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping with staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices.

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able 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 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 – if you know of any resources staff should point parents towards if they're struggling.
- Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains 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 or SENCO
- Issues in behaviour – talk to the headteacher
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to the head teacher
- Concerns with data protection – talk to the head teacher who will consult with the DPO
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

- Staff should only use MAT devices to access personal data.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as 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 MAT Share point Hub

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

There will be addendums to policies relating to safeguarding with remote learning as required.

7. Monitoring arrangements

This policy will be reviewed every three years by the Headteacher.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy