Remote Learning Policy

Conifers Primary School

Approved by:	Andrew Johnson Headteacher)	**Date:** January 2025

Contents

_____

1. Aims & Use of Remote Learning

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

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:

- o Not possible to do safely
- o Contradictory to guidance from local or central government

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, Teachers must be available 8.30-3.30.

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:

- o Provide parents/carers with an example timetable for the day.

- Teachers will set work for individual children, their individual class or as a whole year group. Year groups will work together as a year group team and will share responsibility.
- Provide a range of work which is high quality, meaningful, ambitious and will cover an appropriate range of subjects.
- Set open-ended, problem-solving activities which encourage independent learning
- Signpost children to videos and other resources to facilitate blended learning: teachers share links to learning sites, such as Times Tables Rock Stars, sites for phonics
- Assign work every day that consolidates existing learning and new learning.
- Work will be uploaded to individual class/year group google classroom or Tapestry. Where possible, the work will be uploaded the day before.

> Providing feedback on work:
- Teachers will share feedback through google classroom or Tapestry
- Next steps will be provided when necessary

> Keeping in touch with pupils who are not in school and their parents – cover details like:
- If a child has not been active on google classroom or Tapestry, a member of staff will phone home. The staff member will try to find out what is stopping the child from engaging and give parents technical support if needed.
- A continued lack of engagement will be logged on My Concern and actioned by the safeguarding team.
- Staff will only respond during working hours or the times specified
- Any safeguarding concerns will be logged on My Concerns and actioned by the safeguarding team.

> Attending virtual meetings with staff, parents and pupils:
- Dress code – staff to follow the usual school Code of Conduct
- Locations - avoid areas with background noise, with a plain background and no distractions

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for normal working hours between 8.30-3.30

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 will follow the direction of the class teacher which will include supporting any 1:1 children.

> Attending virtual meetings with staff, parents and pupils:
- Dress code – staff to follow the usual school Code of Conduct
- Locations - avoid areas with background noise, with a plain background and no distractions

2.3 Subject Leads

Alongside their teaching responsibilities, Subject Leads and the Inclusion Lead 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

2.4 Senior Leaders

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:

> 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

Alongside teaching responsibilities, the KS1 and KS2 Lead are responsible for:

> Co-ordinating the remote learning approach across their Key Stage

> Monitoring the effectiveness of remote learning through reviewing work set or reaching out for feedback from staff, pupils and parents

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

The DSL & DDSLs are responsible for following the school Child Protection and Safeguarding Policy.

2.6 IT staff

IT staff (IT support from Dorset County) are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents 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

> Assisting pupils and parents/carers with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day

> 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 to the normal behaviour expectations of the school

Staff can expect parents with children learning remotely to:

> Engage with the school and support their children's learning, and to establish a routine that reflects the normal 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 complaints or concerns known to staff

2.8 Governing Board

The governing board 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

3. Data protection

3.1 Accessing personal data

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

> Access data on a secure cloud service, by using Google Classroom/Tapestry or a server in the school IT network

> Staff will use school devices – iPads, chrome books, laptop or computer

3.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or telephone numbers 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.

However, staff are reminded to collect and/or share as little personal data as possible online.

3.3 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

4. Safeguarding

The School Safeguarding and Child protection Policy will be followed.

5. Monitoring arrangements

This policy will be reviewed annually or in response to Government Guidelines. At every review, it will be approved by the Headteacher.

6. Links with other policies

This policy is linked to our:

> Behaviour policy
> Child protection and safeguarding policy
> Data protection policy and privacy notices
> Home-school agreement
> ICT and internet acceptable use policy
> Online safety policy