



REMOTE LEARNING POLICY

This Remote Education Policy aims to:

- Ensure staff and students are kept safe whilst engaged in on-line learning sessions.
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning.
- Ensure continuous delivery of the school curriculum, so far as is possible.
- Consider continued education for staff and parents.
- Support effective communication between the school and families and support attendance.

Who is this policy applicable to?

- Pupils (and their siblings if they also attend the school) who are absent because they are awaiting test results and the household is required to self-isolate.
- Pupils who are not permitted to attend school because they, or another member of their bubble who they have had close contact with, has tested positive for Covid-19.
- All pupils in the case of national lockdown, local lockdown or any other full school closure for a significant period of time.
- Teaching and support staff.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available during their normal working school 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 are responsible for:

- Setting work for their classes which is commensurate with what they would normally set and in line with the school curriculum
- Applying Oakhill principles of effective teaching to remote lessons as far as possible
- When this work needs to be set (e.g. 3pm the day before)
- Where work should be uploaded (e.g. on Class Dojo or Microsoft Teams) – cover any instructions for doing this if your staff are unfamiliar with the system
- How they should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Providing feedback on work

- How they'll get access to completed work from pupils
- How they're expected to share feedback with pupils
- When they need to finish sharing feedback on completed work
- Keeping in touch with pupils who aren't in school and their parents:
- How they should do that if so (e.g. what medium or platform to use, like emails, phone calls)
- What expectations are on them for answering emails from parents and pupils (e.g. teachers are not expected to answer emails outside of working hours)
- If there is a concern around the level of engagement of a pupil or pupils the parents should first be contacted via Class Dojo and then via phone to assess whether school intervention can assist engagement.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL.

Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working school 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
- Providing one to one or small group interventions including speech and language programs
- How they should provide support
- Attending virtual meetings with teachers, parents and pupils.
- Completing any other reasonable duties as assigned by the class teacher and/or SLT

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject key stage leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for:

- Ensuring staff know how to recognise and report concerns that arise during on-line learning sessions

- Ensuring staff are aware of the code of conduct, particularly in relation to the delivery of on-line learning (see section 7 below)

SENCO/Pupil Premium Lead

The SENCO and Pupil Premium Lead is responsible for:

- Liaising with the class teacher to ensure that the work set for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Liaising with the Deputy Headteacher to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

ICT Support Provider

- The school's ICT support (provided by RM) are responsible for liaising with the Deputy Headteacher to:
- Fix issues with systems used to set and collect work
- Help staff and parents with any technical issues they're experiencing
- Review the security of remote learning systems and flagging any data protection breaches to the data protection lead
- Assist pupils and parents with accessing the internet or devices

Expectations

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 are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Governing body

The governing body are 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

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 Headteacher or Deputy Headteacher
- Issues with behaviour – talk to the PST or SLT
- Issues with IT – talk to the Deputy Headteacher or RM
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the school business manager
- Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

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

Explain:

How they can access the data, such as on a secure cloud service or a server in the IT network

Which devices they should use to access the data – this should always be school devices such as laptops, rather than their own personal devices

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.

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

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

Safeguarding

All staff members must adhere to the following guidance:

If a staff member notices pupil behaviour during a live online lesson that they believe indicates a safeguarding concern then they must log this on CPOMS. If they believe that the situation requires immediate attention they should contact the school immediately on the discovery of the concern, to be connected to the duty safeguarding personnel.

When a teacher is delivering a live online lesson they must be dressed appropriately ensuring that a professional persona is kept at all times. As the camera will always be on the teacher, it is important that the setting that the lesson is recorded in is appropriate. The location should be in a professional space where personal information is not on show. It is recommended that laptop/desktop or tablet cameras are set to focus on the teacher from the shoulders up. Where possible, teachers should enable the 'blur background' function.

Pupils will be informed that when engaging in a live online lesson they should be in a safe and open family space. They should not be alone in their bedroom. The kitchen table or family room would be an ideal place for the live online lesson to take place.

At the start of each live online lesson, the teacher should ensure that pupils understand the rules and expectations. This will ensure the safeguarding of both teacher and pupils. 1:1 lessons between pupil and teacher may take place if the class teacher feels that this is the most appropriate way to communicate with a child. This will always be agreed with a member of SLT first.

Small group sessions

Staff will hold small group sessions every afternoon in order to check in with all pupils, review work and address misconceptions. Children will also be given the opportunity to speak to each other and interact socially. Pupils in school will also be able to join these sessions on occasions.

One to one sessions

In some circumstances, one to one sessions are necessary and appropriate. This may be the case where pupils are undertaking specialist interventions, where the teacher feels that they will not engage with a group session or where pupils/parents need individual feedback or support. Teachers must adhere to the following:

- Parents and carers are informed as to when the child will be having a one to one session and what the purpose of these are.
- At the start of the lesson, teacher confirms that a parent or carer is present.

Recorded lessons

Staff will not record lessons in which pupils are in attendance.

Instead, staff will pre-record any instructions for the day on with just themselves on the screen. This can then be sent to any pupils required.

However, the expectation is that all pupils attend the live teacher meetings in the morning and afternoon where possible/required.

Live lessons

On occasions, live lessons may take place (see remote learning plan for details)

To do this school will provide devices to families as needed.

Teachers will be conscious of the fact that the lessons are being broadcast live into someone's home and take all reasonable steps to ensure that this does not impact on the quality of the lesson for all pupils. Teachers will refer to all pupils by first name only (or by first name and surname initial if there are 2 pupils with the same name.)

Where there is a concern around safeguarding or behaviour teachers need to use their professional judgement to decide whether the call needs to be ended for any amount of time. Teachers will always inform the headteacher or deputy headteacher where this has had to happen.

Lessons will not be recorded by the teacher or pupil. If the pupil attempts to record the session, the call will be ended.

The pupil working from home will be told to have their microphone off until asked to switch on by the teacher.

The teacher's camera will be positioned so that the pupil can see the teacher as much as possible. The teacher will share their screen so that the pupil working from home can see the lesson as those in school can.

Where multiple pupils from the same class are isolating, the teacher will use a second device to ensure that they can see and take feedback from all pupils as needed.

Monitoring arrangements

This policy will be reviewed every six months by the headteacher. At every review, it will be approved by the local governing body.

REVIEW & AMEND AS NECESSARY ANNUALLY – SEPTEMBER 2025 (MOST RECENT REVISION JUNE 2024)