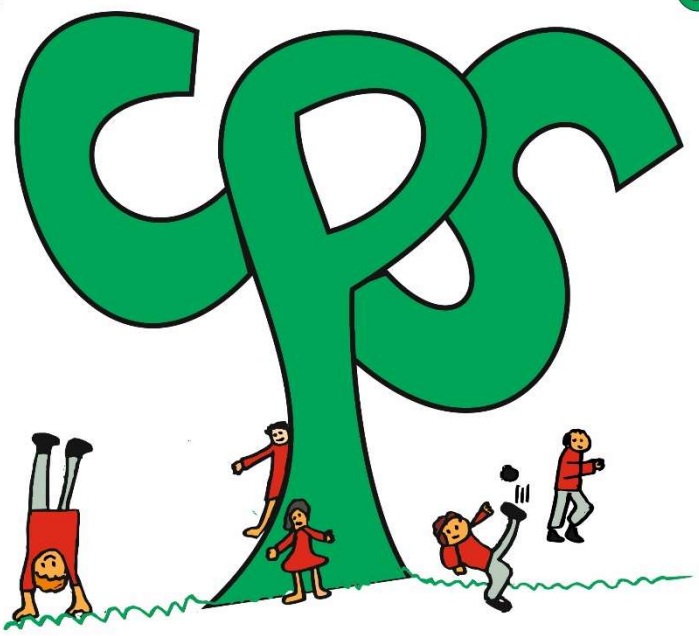
Croft Primary School



Creativity Potential Success

Croft Primary School

Remote Learning Policy

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Approved by:		Date approved:	
Last reviewed:	October 2024	Review date:	October 2025

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Contents

1. Aims ..... **Error! Bookmark not defined.**
2. Use of remote learning 3
3. Roles and responsibilities 4
4. Who to contact 8
5. Data protection 8
6. Safeguarding 9
7. Monitoring arrangements 9
8. Links with other policies 9

DRAFT

1. Aims

This policy 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

This policy is based on legislation and advice from the Department for Education (DfE): Providing remote education: guidance for schools - GOV.UK (www.gov.uk)

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

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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 8:45am and 3:45pm.

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

Teachers are also responsible for:

- Setting work
  - Which reflects the termly curriculum as far as practicable for their class and potentially their partner class in the case of teacher absence.
  - Daily lessons 3 hours a day on average for key stage 1, with less for younger children and 4 hours a day for key stage 2
  - Which is posted on the Google Classroom, or Class Dojo Portfolios/Tapestry platforms and include a 'model' or explanation which could be a pre-recorded video, a link to an appropriate external video e.g. YouTube (The use of WINX You tube video downloader is recommended so videos can be uploaded to classroom or google drive to increase safeguarding), link to an external website, or a live teaching session. This may also include links to the Oak National Academy.
  - Making work will available online by 6pm the day before.
  - Teachers who provide PPA cover provide home-learning resources for the class teachers to post. This can be emailed or passed on through SharePoint or uploaded directly on Google Drive to go onto Google Classroom.
- Providing feedback on work:
  - Children will post work back to teachers on the Google Classroom/Class Dojo portfolio/Tapestry platform
  - Teachers are expected to respond to work so that the children's misconceptions are addressed
  - Feedback should be given to pupils in line with the agreed school marking policy adapted for remote learning
  - Feedback for work set by PPA cover teachers should be provided by that teacher.
- Keeping in touch with pupils who aren't in school and their parents
  - Teachers ensure they are receiving work from each child in their class and should maintain their own register for this.

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- In the event that they do not hear from a pupil, they should message using Class Dojo or call the parent (parental contact details can be obtained from ScholarPack).
- Concerns regarding non-attendance (return of completed work or activity), the teacher must inform the Head Teacher, Deputy Head or SENCO who will advise on the next steps to be taken.
- Teachers need only respond to messages from parents within the hours of 8.30-4.30pm. Responses will ideally be made within the same school day or by the end of the next school day.
- Dialogue is only expected on school days i.e. not at weekends / Bank Holidays or during school holidays.
- In the unlikely event that the same parent is repeatedly messaging, teachers will use professional judgement about what is reasonable. In the event that support is needed, contact the Head Teacher.
- Teachers only respond to queries about the work they have set. Any queries about the arrangements in school / any safeguarding concerns should be forwarded to the Head Teacher.
- Direct contact between teachers and pupils will only be through Google Classroom, Class Dojo, Tapestry, Microsoft Teams or by telephone.

- Attending virtual meetings with staff, parents/carers and pupils
  - Staff dress appropriately in line with the staff code of conduct
  - Thought be given to the locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
  - 1:1 meetings with pupils will not take place under any circumstances. A parent must be in attendance if there is the need to speak to an individual child.
  - In the event that on starting up an online meeting, a child is unaccompanied or inappropriately dressed (e.g. in pyjamas), the teacher must immediately terminate the meeting (for that child) explaining that a subsequent meeting will be made once the issues are addressed.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal 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 pupils who aren't in school with learning remotely:
  - Providing support to specific pupils as guided by the teacher
  - Assist the teacher with posting activities
- Attending virtual meetings with teachers, parents/carers and pupils
  - Staff dress appropriately in line with the staff code of conduct
  - Thought be given to the locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
  - 1:1 meetings with pupils will not take place under any circumstances. A parent must be in attendance if there is the need to speak to an individual child.
  - In the event that on starting up an online meeting, a child is unaccompanied or inappropriately dressed (e.g. in pyjamas), the teacher must immediately

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terminate the meeting (for that child) explaining that a subsequent meeting will be made once the issues are addressed.
- Online meetings will be initiated by teachers.

3.3 Subject leads (including SENCO co-ordinating remote learning for children with SEND across school)

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, including 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 for example by distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- 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
- 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
- Organising virtual staff meetings to keep staff informed and up to date with school issues
- Providing information to parents/carers and pupils about remote education – via the school website and Class Dojo

The Deputy Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, attending online meetings and lessons, providing

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feedback to teachers, gaining staff, pupil and parent voice to inform and improve practice
- Monitoring the effectiveness of remote learning offer in meeting the needs of SEND pupils
- 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

3.5 Designated safeguarding lead (DSL)

The DSL (supported by the DDSLs) is responsible for ensuring all the usual safeguarding measures are in place including following up referrals from other members of staff. In the unlikely event that the DSL and both DDSLs are absent due to illness, the most senior member of staff will be given delegated safeguarding authority.

3.6 IT staff

IT staff are responsible for:
- Fixing issues with systems used to set and collect work
- Helping 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:
- 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 normal behaviour rules / conduct 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 the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – via Class Dojo message to the class teacher in the first instance
- 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 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

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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 Deputy Headteacher or relevant subject lead
- Issues with behaviour – talk to the Headteacher or Deputy Headteacher
- Issues with IT – talk to IT staff support@atomit.co.uk
- Issues with their own workload or wellbeing – talk to the Headteacher, Deputy Headteacher or staff wellbeing lead, Sharon Rookes
- Concerns about data protection – talk to Sharon Bell or Headteacher
- Concerns about safeguarding – talk to the DSL or a DDSL

5. Data protection

5.1 Accessing personal data

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

- Use the email addresses provided by parents only.
- Use the school laptops when completing school tasks
- Phone calls must only be made on personal devices if the phone number is withheld. Ideally phone calls will be made from school only.

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.

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

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6. Safeguarding

The latest safeguarding policy is e-mailed directly to all staff so is always available to each individual staff member. It is also on the school's website www.croft.notts.sch.uk

7. Monitoring arrangements

This policy will be reviewed annually by senior leaders. At every review, it will be approved by the full 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

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