

Remote learning policy



Churchdown School Academy
ACHIEVING SUCCESS FOR ALL

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Person responsible:	Ms J Hilton

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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 8.55am and 3.05pm.

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

In the event of the school being closed due to guidance from local or central government they are also responsible for:

- Setting work – for the classes that they are timetabled for each day:
 - Work set should be between 30 and 50 minutes per class
 - This work should usually be set before the start of the school day, however, live lessons may be recorded and uploaded onto our online platform (Teams or Satchel One) after the lesson has taken place
 - Department and Year Team meetings will continue to take place as scheduled (remotely if necessary) to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Work provided during periods of remote education will continue to be in line with the planned curriculum, however, sequencing may be amended to ensure that it continues to be high quality, meaningful and ambitious:
 - This includes considering the needs of the individual pupils, such as those with SEND or 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 pupils have a suitable place to study
- Providing feedback on work:
 - Pupils may be required to submit work to their teachers using a range of online platforms which are used as part of the usual provision by some departments, such as SPARX. SENICA and EverLearner
 - Feedback will usually be provided automatically to individual pupils once they complete and submit work on programs such as SPARX. SENICA and EverLearner. There may be occasions when teachers provide more extended feedback either in a written format or in the form of a live individual or group tutorial

- Keeping in touch with pupils who aren't in school:
 - Teachers should ensure they make their Head of Department and the appropriate Head of Year aware of any pupil who has not attended their online lesson
 - Teachers should continue to reply to communication from parents and pupils in line with school policy
 - Teachers should pass on any complaints to the most appropriate person. This will usually be their Head of Department. Any concerns about the welfare of an individual pupil should be passed on to the appropriate Head of Year and the DSL
 - Teachers should pass on any concerns about failure to complete work with their Head of Department. Concerns about pupil behaviour online should also be shared with the appropriate Head of Year
- Attending virtual meetings with staff, parents/carers and pupils:
 - Teachers are expected to comply with the school's dress code when they are working remotely with pupils or attending meetings with parents
 - Teachers should ensure they are working in an appropriate environment (e.g. avoid areas with background noise, nothing inappropriate in the background) when they are working remotely with pupils or attending meetings with parents

In the event of the school being closed due to guidance from local or central government, the school will endeavour to provide pupils with lessons that are consistent with their usual timetable.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their usual 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, under the direction of the SENDCo, are responsible for:

- Supporting pupils who aren't in school with learning remotely:
 - Working with their key pupils as identified by the SENDCo
 - Maintaining regular contact with the pupil and their parents/carers by phone or Teams
- Attending virtual meetings with teachers, parents/carers and pupils:
 - Teaching assistants are expected to comply with the school's dress code when they are working remotely with pupils or attending meetings with parents
 - Teaching assistants should ensure they are working in an appropriate environment (e.g. avoid areas with background noise, nothing inappropriate in the background) when they are working remotely with pupils or attending meetings with parents

3.3 Subject leads

Alongside their teaching responsibilities, Heads of Department 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 Heads of Department 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 through regular meetings with teachers and by reviewing work set
- Alerting teachers to resources 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, if required, 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 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:

- Co-ordinating the remote learning approach across the school by working with Heads of Department to:
- Ensure that curriculum plans are amended and sequenced appropriately
- Pupils work is monitored and assessed effectively
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders
- 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 on our website or via email
- 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)

For full DSL responsibilities, refer to our **Child protection and safeguarding policy**

3.6 IT staff

IT staff are responsible for:

- Responding to 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
- 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 / conduct rules of the school (and any specific online behaviour rules where applicable)

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
- 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

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 Head of Department or SENDCo
- Issues with behaviour – talk to the relevant Head of Year
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL jsh@churchdownschool.com

5. Data protection

5.1 Accessing personal data

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

- Use OneDrive (secure cloud service) or an appropriate school system such as SIMS, CPOMS, Satchel One

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 (including protection of children's biometric information) policy** 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 and any apps 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 that any data removed from school is not stored on home computers. Data must be stored on an encrypted hard drive or USB and must only be used for work purposes
- Making sure that the device is screen locked if away from it and that the device auto locks if left inactive
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software and keeping it up to date
- Keeping operating systems up to date – always install the latest updates
- Keeping work and home emails on separate accounts, using only a school account for work and not using it for personal correspondence

6. Safeguarding

The school's **Child protection and safeguarding policy** can be found on the website.

7. Monitoring arrangements

This policy will be reviewed every 2 years by Ms J Hilton, Deputy Head. At every review, it will be approved by the leadership team.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and safeguarding policy
- Data protection (including protection of children's biometric information) policy
- ICT and internet acceptable use policy
- Lone working policy