Hanbury CE First School

Remote Learning Policy

ADOPTED BY	HANBURY CE FIRST SCHOOL GOVERNING BODY
Governors' Committee Responsible	School Improvement Committee Statutory
Status & Review Cycle	Annual
Staff Lead	Head Teacher
Date of approval	June 2024
Review date	June 2025

Based on the model policy by The Key and adapted to meet our context.

Our Vision…

<u>Flourishing Through Love and Nurture</u>

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture

We build resilience for life

We are outward looking

We celebrate every step forward

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:

  o Not possible to do safely

  o Contradictory to guidance from local or central government

The school will consider providing remote learning during any given situation taking into account the local and national context.

> Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

  o They are preparing for or recovering from some types of operation

  o They are recovering from injury and attendance in school may inhibit such recovery

  o 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.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between normal school hours subject to the commitments of the teacher in school. In the event of some children remaining in school, the teacher will respond as soon as reasonably possible or this may be delegated to another member of staff.

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-

>> Staff should provide work for their class, they may need to cover for other classes on occasions

>> A blended approach should be provided. Modelling should be asynchronous to allow children to access at different times and revisit their learning

>> Maths, English and a foundation subject lesson should be provided daily that has a clear objective and expectations of how children will achieve the intended objective

>> In the event of an enforced school closure (for example, a COVID outbreak) a daily check in with the teacher will be provided to celebrate success, provide feedback and share the learning activities (dependent on staffing levels)

>> Work is to be uploaded for the normal start time of the school day on Tapestry or Seesaw. Staff have sufficient training in its use

>> Adaptive learning opportunities are to be provided to ensure all children can access the learning that meets the needs of all children

>> Staff should coordinate the learning opportunities provided ensure that all children can access learning and there is a consistent approach, including where children have limited access to devices

> Providing feedback on work –

>> Pupils will complete work and submit it onto the online learning platform
>> Feedback will be given to pupils on this platform
>> Feedback will reflect the learning activity that has been completed and on occasions may include areas for development or next steps

> Keeping in touch with pupils who aren't in school and their parents

>> If they're expected to make regular contact via phone and online learning platforms for anyone not attending or engaging with remote learning

>> Staff are expected to respond to messages from parents and children as soon as reasonably possible however teachers are not expected and should not respond outside of normal school hours

>> Any complaints or concerns shared by parents should be handled following normal school procedures and escalated to senior members of staff including, when appropriate the DSL

> Attending virtual meetings with staff, parents/carers and pupils – cover details such as:

>> Children are expected to dress appropriately for their live interactions with their class and teachers (school uniform is not expected)

> Children should be adequately supervised by adults at home with attending live sessions

> Staff are expected to wear smart and appropriate clothing

> Where at all possible, children and staff should be in a quiet location to avoid distractions

> A blurred or plain background should be within the camera frame at all times with no inappropriate content

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. Where possible teaching assistants, who are caring for a dependent should work flexibly to support the marking and feedback of remote learning.

When assisting with remote learning, teaching assistants are responsible for:

> Supporting pupils who aren't in school with learning remotely
> Attending virtual meetings with teachers, parents/carers and pupils

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 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

3.4 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 leaders, reviewing work set or reaching out for feedback from pupils and parents/carers

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

> Providing information to parents/carers and pupils about remote education through communication via email or letter

> Ensuring staff are appropriately trained to deliver remote learning

3.5 Designated safeguarding lead (DSL)

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in Hanbury CE First School, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded as should include a record of contact made. The communication plans can include; remote contact, phone contact, door-step visits.

Other individualised contact methods should be considered and recorded. The DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. Hanbury CE First School will share safeguarding messages on its website and social media pages.

3.6 Pupils and parents/carers

Staff can expect pupils learning remotely to:

> Be completing and submitting learning activities 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

Staff can expect parents with children learning remotely to:

> 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

3.7 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

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 the Class Teacher in the first instance

> Issues with behaviour – talk to a member if the Senior Leadership Team

> Issues with IT – talk to Computing Lead

> Issues with their own workload or wellbeing – talk to the Head teacher or Senior Mental Health Lead, Miss Bishop

> Concerns about data protection – talk to the data protection officer contactable through the school office

> Concerns about safeguarding – talk to the DSL or in their absence the DDSL.

5. Data protection

5.1 Accessing personal data

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

> Access on a secure cloud service or a secure server in on our IT network

> Staff will use school issued devices provided rather than personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as 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, 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

The DSL or DDSL will be contactable at all times. All procedures and practices should be followed in line with the agreed policies in school. The most recent Safeguarding Policy is available on the school website.

7. Monitoring arrangements

This policy will be reviewed annually and ratified by the School Improvement Committee.

8. Links with other policies

This policy is linked to our:

> Behaviour, Anti Bullying and exclusions policy

> Data protection policy and privacy notices

> Safeguarding and Child Protection Policy

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy