

Remote Education Policy

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| **Approval Date:** | **Spring 2022** |
| **Review Date:** | **Spring 2024** |

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# 1. Aims

This remote learning policy aims to:

* Ensure consistency in the approach to remote learning for pupils who are not in school
* Set out expectations for all members of the school community with regards to remote learning
* Provide appropriate guidelines for data protection

# *This policy should be read in conjunction with the “Remote education provision: information for parents” document which provides further details on key aspects of areas mentioned in this policy. These two documents combine to form complete details of our remote education provision.*

# 2. Roles and responsibilities

2.1 Teachers

When providing remote learning full time, teachers must be available between normal 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 :
  + Work should be as closely aligned to the in-school curriculum as much as possible. This will include the teaching of new concepts. It is recognised that there may be some occasions when the curriculum may need to be altered in response to the remote learning situation. In these instances, any material set aside will be taught once pupils have returned to the classroom.
  + We have agreed that work will be put onto Google Classroom (our learning platform) a week at a time so that pupils are able to see their upcoming week’s work. This will aid parents/carers in their planning.
  + We expect that remote education (including remote teaching and independent work) will take pupils in Reception and Key Stage One broadly three hours per day, and pupils in Key Stage Two four hours per day in line with the Department for Education’s recommendation for primary schools. A timetable guide will be provided to parents/carers to support them plan their day.
  + Some paper-based resources will need to be prepared and distributed to parents/carers to support children access the whole curriculum whilst they are off school. Teachers should use their professional judgement in what material to send home in this way.
* Providing feedback on work:
  + This will be via the learning platform and in a timely fashion. All work will be acknowledged, and marking/feedback will be provided in line with the type of work and age of pupils. Further details are outlined in the parents’ guide.
* Keeping in touch with pupils who are not in school and their parents/carers:
  + Every effort should be made to contact parents/carers when pupils are not engaging in home learning. This should be carried out by the classteacher in the first instance via Google Classroom, class email or telephone. When every effort has been exhausted, details of the lack of engagement along with what has been done to address the issue should be reported to the headteacher once per week to follow up.
  + Any concerns or complaints should normally be dealt with by the relevant member of staff (e.g. classteacher/subject leader) in the first instance. If this does not resolve the issue, the normal complaints policy should be followed in the case of formal complaints. The headteacher will also aid in the resolution of informal concerns or complaints.
* Attending virtual meetings with staff, parents and pupils:
  + Suitable professional dress should be worn
  + Locations should be considered to present a professional feel (e.g. avoid areas with background noise, nothing inappropriate in the background)

Teachers will not be expected to lead remote learning when they are working in school (e.g. to provide teaching and learning to the children of critical workers and vulnerable children). Teachers should inform their parents/carers of their commitments and when they will resume contact. If the period of unavailability is extended, alternative provision should be put in place (e.g. cover by another teacher or use of teaching assistants). This will be agreed in consultation with the headteacher.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours unless otherwise agreed with the headteacher.

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 which will be recorded in the normal way.

When assisting with remote learning, teachers are to direct their teaching assistants in the most suitable way in which will support with delivering lessons or with feedback.

Teaching assistants may be required to provide support in school (e.g. to children of critical workers and vulnerable pupils). This may require part time staff to temporarily alter their hours to meet the needs of the school. This will be decided in consultation with the headteacher.

ELSA supports:

The ELSA support will continue for those children that have already been identified. This will take place by the ELSA contacting those children she has regular contact with to help support through phone calls. A parent/carer must also be present in the room throughout the duration of the call for safeguarding purposes.

2.3 Subject leaders, including SENDCo

Alongside their teaching responsibilities, subject leaders are responsible for:

* Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
* Working with teachers who are teaching their subject remotely to make sure all work set is appropriate and consistent
* Working with other subject leaders 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 to meet all requirements of the school
* Monitoring the remote work set by teachers in their subject 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

Alongside any teaching responsibilities, members of the Senior Leadership Team are responsible for:

* Co-ordinating the remote learning approach across the school
* Monitoring the effectiveness of remote learning through e.g. meetings/discussions with teachers and subject leaders, reviewing work set or/and reaching out for feedback from pupils and parents
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding Lead and Deputies

The DSL and DDSLs are responsible for:

Refer to Safeguarding and Child Protection policy.

2.6 IT staff (Oakford)

Oakford are responsible for:

* Fixing issues with systems used to set and collect work
* Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

The **IT Subject leader** is responsible for:

* Helping staff and parents with any technical issues they are experiencing
* Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

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 for 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 are not able to complete work

Staff can expect parents/carers 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

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. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

* Issues in setting work – relevant subject leader or SENCO
* Issues with behaviour – headteacher
* Issues with IT – Oakford and IT subject leader
* Issues with their own workload or wellbeing – headteacher
* Concerns about data protection – headteacher
* Concerns about safeguarding – DSL/DDSL

# 4. Data protection

4.1 Accessing personal data

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

* Access data held on a secure cloud service or a server on the school’s IT network
* Use internal email address when possible, which no longer requires documents to be encrypted

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as full names and 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.

4.3 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 where possible – 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 or the device account among family or friends
* Installing antivirus and anti-spyware software
* Keeping operating systems up to date – always install the latest updates

# 5. Safeguarding

Refer to Safeguarding and Child Protection Policy.

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