

Remote learning policy Brookfields Primary School



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1. Our Aims:

This remote learning 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, especially parents and carers of pupils who attend our school.
- 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

Teachers

When providing remote learning, teachers will be available during the school day to meet with pupils and set out the learning, navigating where to find the work set and offering support and feedback where and when deemed appropriate.

If they're unable to work for any reason during this time, a different adult in school will contact the pupils and make them aware via teams or phone call.

When providing remote learning, teachers will:

- 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 if they have SEND needs 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 for pupils to complete online, ensuring it is appropriate to the level your child is working at, with appropriate teaching input to support (this may be in the form of a video or a live teams lesson)
- Ensuring work set is broad and balanced, covering all core and non-core subjects.
- Providing feedback on work, where and when appropriate.
- Keeping in touch with pupils and contacting them regularly to discuss progress.
- Arranging virtual sessions.
- Safeguarding pupils when online, and providing lessons on how to stay safe online when accessing different platforms.

3.2 Teaching assistants

- Supporting pupils who aren't in school with learning remotely.
- Attending virtual meeting with parents and supporting pupils where they find work challenging, if deemed appropriate by school.

3.3 Senior leaders – Head Teacher, Deputy Head Teacher, Assistant Head Teacher

The Head Teacher and Deputy Head Teacher have the overarching responsibility for the quality and delivery of remote education.

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 are also responsible for:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible).
- Securing appropriate internet connectivity solutions where possible.
- 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.

The Assistant Head Teacher, who also holds the responsibility for SEND pupils in school, will be responsible for ensuring the work provided for pupils with additional needs is appropriate, as well as monitoring the progress over time. The AHT/SENDco will also communicate regularly with parents, linked with the needs of their child.

5. Data protection

5.1 Accessing personal data

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

- Use school devices to access pupils information.
- Ensure all information is password protected.

5.2 Processing personal data

The school will follow its data protection policy / privacy notice in terms of handling data.

School 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

School policy to be followed.

Remote learning sessions to include appropriate online safety training.

All online sessions will be attended by two adults from school, with DSLs regularly attending sessions.