

REMOTE LEARNING POLICY

December 2023

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Approved by Governors: November 2023



Chisenhale
Primary School

Confidence • Curiosity • Kindness

Contents

1. Aims	2
2. Use of remote learning	2
3. Roles and responsibilities	3
4. Who to contact	6
5. Data protection	6
6. Safeguarding	7
7. Links with other policies	7

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, but are well enough to engage in learning
 - 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 individual pupils with remote education on a case-by-case basis, with a bespoke plan put in place. The majority of this policy applies to occasions when either the whole school or parts of the school are closed.

In the limited circumstances when remote learning is used for individual pupils, 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 during our normal school opening hours – 9am-3.30pm.

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
 - We note that good practice is considered to be:
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - 4 hours a day for KS2
 - This does not mean the teacher will be online for all these hours, but that the tasks set should take this long to complete, including any online teaching/watching of video tutorials etc.
 - The work will be set via Google Classroom each morning.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
 - This includes considering the needs of 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
 - Pupil's completed work should be uploaded to google classroom
 - In line with our feedback policy, teachers will primarily give whole class feedback, but they may also offer individual feedback using the available functions on Google Classroom.
- Keeping in touch with pupils who aren't in school and their parents
 - The primary point of contact is through Google classroom.

- Emails from pupils and parents should be sent through designated inboxes – primarily teachers@chisenhale.towerhamlets.sch.uk. However, in the event of a whole school closure further email accounts may be made available. Teachers should not be using their named school email addresses to contact parents or pupils.
- Teachers are not expected to answer emails outside of their working hours. Teachers should aim to respond to emails from parents or pupils regarding the work set within 2 working days.
- For any complaints or concerns shared by parents and pupils, including any safeguarding concerns, please refer to the section below
- Attending virtual meetings with staff, parents/carers and pupils
 - The school's code of conduct still applies, including the staff dress code.
 - If not in school, avoid areas with background noise and have a blurred or virtual background.

If there are also groups in school, clear responsibilities will be communicated to all staff on who is responsible for what aspect of teaching. Teachers will be responsible for either remote teaching and learning or face to face teaching and learning.

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:
 - Teachers will inform teaching assistants of which pupils they need to support, and how best to support them, as per our in school Teaching and Learning policy.
 - Teaching assistants may be asked to make welfare calls to parents/carers and pupils who are not engaging with remote learning. Details will be provided by SLT.
- Attending virtual meetings with staff, parents/carers and pupils
 - The school's code of conduct still applies, including the staff dress code.
 - If not in school, avoid areas with background noise and have a blurred or virtual background.

If there are also groups in school, clear responsibilities will be communicated to all staff on who is responsible for what aspect of teaching and learning (remote or face to face).

3.3 Subject leads and co-ordinators

Alongside their teaching responsibilities, subject leads and co-ordinators 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
- Monitoring the remote work set by teachers in their subject
- 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

The headteacher has 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 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, 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

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning, e.g 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
- 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 (via email and the school app)
- 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)

The DSL is responsible for:

- The safeguarding and child protection (including online safety) of all pupils.
- Ensuring all staff are aware of the safeguarding policy and procedures, as applies to remote learning.

Please see our Safeguarding policy for full details of our safeguarding procedures.

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, however this does not mean that they should 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 (and any specific online behaviour rules)

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 subject lead or SENCO
- Issues with behaviour – talk to the relevant phase leader or a member of SLT
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to the relevant phase leader or a member of SLT or contact Roxy (school counsellor).
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

- Use the google drive/google classroom to access and save any data as this is secure
- Use the school computers if they are using the school as a base, school laptops which can be signed out at the school office. If staff are using their own devices they must make sure:
 - No sensitive data is kept on the device or that any important information is encrypted.

- Log onto the device is done via a passcode or password (preferably two factor authentication)
- If the device is lost, the staff member will inform the headteacher as soon as possible.
- When a staff member leaves the school, they will ensure that all school information is removed from the device.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupil google classroom login details 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 in terms of handling data, which can be found on the school google drive or the school website <https://chisenhale.towerhamlets.sch.uk/policies>

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. Any suspected or confirmed data breaches should be reported as soon as a member of staff becomes aware in line with the data breach procedure.

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 and staff should lock the device when walking away from it
- Not sharing the device among family or friends
- Keeping the device in a safe location and reporting any lost devices to the school as soon as possible
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

Our safeguarding policy can be found on the school website and the staff google drive. In the event of a school closure, a specific safeguarding policy addendum may be written, which would be shared with all staff over email and added to the school website.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement

- ICT and internet acceptable use policy
- Online safety policy