



Remote Learning Policy

Approval of the Governing Body

This document is a statement of the aims, principles and strategies for:

Remote Learning

at Lugwardine Primary Academy

It has been agreed and is supported by the teaching staff and the governing body

Signatures

Mr R Foster Head Teacher



Mrs C Long Chair of Governors



Miss K Bythell Business Manager



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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 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

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.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 08:30am – 15:15pm.

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:
 - The class teacher is responsible for setting the work for their class. If the class has a job share, teachers will be responsible for setting work for the lessons they teach.
 - Each class will provide:
 - A weekly timetable outlining activities to be covered that week
 - A daily maths and English lesson
 - One other lesson for each day e.g. PE, art, Science
 - A weekly values based lesson
 - If a lockdown or bubble isolation extends beyond two weeks, a Zoom session will be set up for the class three times a week. The times will be highlighted on the weekly timetable.
 - The work needs to be set at the beginning of the week.
 - The work needs to be uploaded to SeeSaw, sent to the office for publishing on the website and paper copies provided for those children who require them.
 - Teachers will set work that is following the current curriculum for their year group.
 - Differentiated tasks will be set for maths and English.
 - Pupils who have SEN IEPs will have work set to meet their needs.
 - Content is drawn from the content providers we use normally in school. These are:
 - Twinkl

- Espresso Discovery
 - White Rose Maths
 - Classroom Secrets
 - Oak National Academy
 - BBC educational resources
 - Additionally teachers create content in Seesaw and use readymade “activities” from the resource bank.
- 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 consideration of 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 careers, including how much adults involvement is needed in each activity and whether pupils have a suitable place to study
- Providing feedback on work:
- Feedback will be provided on a daily basis for those pupils using SeeSaw and Tapestry.
 - For pupils provided with paper copies they are to return all work at the end of the period of lockdown/isolation. If lockdown lasts for more than two weeks alternate provision will be put in place.
 - Feedback should be in the form of comments similar to that provided on pupil’s work in school.
- Keeping in touch with pupils who aren’t in school and their parents:
- For most pupils contact will be through SeeSaw or Tapestry, where there is no evidence of work being submitted during the week or pupils have paper copies only, a phone call will be made at least once a week.
 - Answering emails should be kept to normal working hours unless you choose to do answer in your own time.
 - If there are any complaints or concerns these should be dealt with in line with normal school procedures e.g. informing the DSL, referring to SLT.
- Attending virtual meetings with staff, parents and pupils:
- Dress code – follow usual expectations in school.
 - Locations – chose a quiet area with few distractions and ensure that there is nothing inappropriate in the background.
- When a teacher is required to set work for an individual child and the rest of the peer group is in school the teacher will liaise with the parents and discuss the accessibility to appropriate devices and most accessible manner of work to be set. Work will be provided following discussion with parents to ensure suitability and may include one piece of literacy, one piece of maths and one topic piece however; this will be decided on a case-by-case basis.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely:
 - You will be working alongside the class teacher providing the class teacher with any information they require regarding individual pupils you support.
 - Assisting the class teacher to find suitable resources to use.
- Attending virtual meetings with teachers, parents and pupils:
 - Dress code – follow usual expectations in school.
 - Locations – choose a quiet area with few distractions and ensure that there is nothing inappropriate in the background.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Alerting teachers to resources they can use to teach their subject remotely
- Considering whether aspects of the subject curriculum need to change to accommodate remote learning.
- Supporting teachers as appropriate to ensure work is appropriate and consistent

2.4 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 by collecting regular feedback from staff, pupils and parents and reviewing work set.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- Co-ordinating action on safeguarding and promoting the welfare of children within the school setting. (See Safeguarding and Child Protection Policy)

2.6 IT staff

IT staff (D and D) are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work 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 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 – talk to the relevant subject lead or SENCO (Richard Foster)
- Issues with behaviour – talk to the Behaviour Lead (Richard Foster)
- Issues with IT – For hardware and technical issues talk to D&D (support@dandd.org.uk 03306062650), for issues with SeeSaw talk with Will Lewis
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to the data protection officer, Sam Smith (samsmith@herefordshire.gov.uk)
- Concerns about safeguarding – talk to the DSL (Richard Foster)

4. Data protection

4.1 Accessing personal data

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

- use Seesaw at home via Seesaw's "home learning codes" in this way children need only a numeric or QR code to sign in and can see only their own work.
- Use Tapestry
- Teachers manage permissions within Seesaw as they feel is most appropriate for the children in their class, especially taking into account age appropriateness. These decisions especially relate to:
 - Whether or not children can see each other's work
 - Comments and likes
- Staff should use the devices provided to them by school to carry out any remote learning and hold meetings. Photos and information about pupils/parents should not be on personal devices in line with our E Safety policy.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, photos and pupil's work as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not 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 and any memory sticks are encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive or memory stick 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.

5. Safeguarding

The Safeguarding and Child Protection Policy is available on the school website.

6. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- ESafety policy