



Remote Learning Policy

Approved by:	Headteacher	Date: October 2023
Last reviewed on:	October 2024	
Next review due by:	October 2025	

Contents

1. Aims.....	3
2. Use of remote learning	3
3. Roles and responsibilities	4
5. Data protection	7
6. Safeguarding	7
7. Monitoring arrangements.....	7
8. Links with other policies	8

DRAFT

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
- 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

3.1 Teachers

When providing remote learning, teachers must be available between 9am and 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. In the event of a full school site closure, this should be reported to a member of SLT using work mobile numbers.

When providing remote learning, teachers are responsible for:

Setting work:

- Work should be set for all classes that a teacher usually teaches as per the 'normal' school timetable
- Learning activities should be planned that are of equivalent length to the core teaching pupils would receive in a lesson at school
- Teachers should plan a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- Work should be uploaded via Microsoft Teams, before the lesson is due to take place.
- Microsoft Teams can be used to co-ordinate planning with other teachers if required, for example in the event of a split-teaching class to ensure continuity in planning.

Providing feedback on work:

- Feedback on completed pupil work should be given using the Microsoft Teams system.
- Teachers should gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks.
- Individual feedback for pupils should be offered at least once a week to give personalised feedback and learning support following the submission of completed pieces of work.

Keeping in touch with pupils who aren't in school and their parents (if the rest of the school is in as usual)

- Teachers of pupils who are not in school should set work as outlined above and make contact via Microsoft Teams as described in the 'Providing feedback on work' section.
- Teachers are not expected to respond to contact made by pupils or parents and carers regarding schoolwork outside of school hours e.g., 9am-3:30pm.

Causes for concern:

- Pupil engagement should be monitored by teachers. Teachers should follow up non-engagement with a phone call home (if school is open/open on a rota basis) to ensure that the work is accessible to the pupil in the first instance. Information regarding ongoing non-engagement should be passed on to Subject Leads who will liaise with a designated member of SLT (C Hughes).
- In the event of a complaint being shared by parents or pupils via Microsoft Teams, teachers should inform Subject Leads and a member of SLT (C Hughes in the first instance). A response will be provided to parents or carers via telephone or from the central school email address.
- In the event of any safeguarding concerns being raised through Microsoft Teams, teachers should follow the school Safeguarding and Child Protection Policies.

Attending virtual meetings with staff, parents, and pupils:

- Dress code: staff are expected to maintain the school dress code when taking part in virtual meetings at school or at home.
- Location: when taking part in virtual meetings from home, staff are encouraged where possible to ensure that background noise is kept to a minimum and that consideration is given to the topics discussed during the meeting. Sensitive information should only be discussed if the location is private.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their usual contracted start and finish times.

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. In the event of a full school site closure, this should be reported to a member of SLT using work mobile numbers.

When assisting with remote learning, teaching assistants will be responsible for duties which reflect their role in school. Responsibilities will be discussed and agreed with a member of SLT and may include activities such as:

Supporting pupils who aren't in school with learning remotely:

- Pastoral/welfare calls with vulnerable pupils using Microsoft Teams
- Adapting resources to assist the remote teaching of individuals with specific learning needs
- Developing resources which help parents and carers respond to and manage complex behaviours at home e.g., social stories, visual timetables for at home, reward charts for pupils who would normally have a 1:1 support in school to help the family during periods of authorised absence

Attending virtual meetings with teachers, parents, and pupils:

- Dress code: staff are expected to maintain the school dress code when taking part in virtual meetings at school or at home.
- Location: when taking part in virtual meetings from home, staff are encouraged where possible to ensure that background noise is kept to a minimum and that consideration is given to the topics discussed during the meeting. Sensitive information should only be discussed if the location is private.

3.3 Senior leaders

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
- Co-ordinating the remote learning approach across the school (C Hughes)
- Monitoring the effectiveness of remote learning through regular meetings with teachers, reviewing work set and gathering feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Responding to any concerns raised by staff as per the safeguarding and child protection policies.

3.6 Website Manager

The website manager is responsible for:

- Ensuring staff and pupils accounts are set up on Microsoft Teams and accessible to users
- Helping to resolve technical issues with the Microsoft Teams system used to set and collect work
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day through Microsoft Teams – 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
- Alert teachers if they're not able to complete work

Staff can expect parents and carers 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

3.8 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

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 Assistant Headteacher (C Hughes) or SENCO (E Bainbridge)
- Issues with behaviour – talk to the Behaviour Team/Deputy Headteacher (D Francis)
- Issues with IT – for hardware or main school account issues, call the St Helens Schools IT support desk 01744 676525 (Option 2). For technical issues with Microsoft Teams, talk to the website manager (H Lyons) in the first instance

- Issues with their own workload or wellbeing – talk to their line manager in the first instance. If their line manager is not readily available, staff members can reach out to any member of SLT in regard to wellbeing concerns
- Concerns about data protection – talk to the school business manager (R Savage) who can make a referral to the data protection officer (HY Education, 0161 5438884, DPO@wearehy.com)
- Concerns about safeguarding – talk to the DSL as per the safeguarding policy (J McKune)

5. Data protection

5.1 Accessing personal data

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

- Access data through the secure cloud service (St Helens Schools Office 365 suite) or through FortiClient secure server in our IT network
- Staff should only access pupil personal or secure data for remote learning purposes using designated school laptops.

5.2 Processing personal data

Some staff members may need to collect and/or share personal data such as school email addresses and progress data 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.

5.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. School laptops are set up with some key security features by IT support. Security measures include, but are 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 (IT Support)
- 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 (IT Support)
- Keeping operating systems up to date – always install the latest updates (IT Support)

6. Safeguarding

All staff have the responsibility to familiarise themselves with and adhere to the school Safeguarding and Child Protection Policy.

7. Monitoring arrangements

This policy will be reviewed annually by C Hughes (Assistant Headteacher) in line with ongoing updates from the Department for Education. At every review, it will be approved by our link governor for Quality of Education, Leah Beirne, and any updates will be shared with staff in advance of any changes coming into effect.

8. Links with other policies

This policy is linked to our:

- Relationship policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Teaching and Learning policy

DRAFT