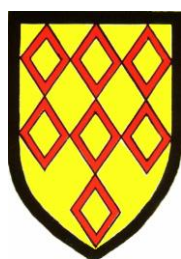


West Sussex Education Authority

Nyewood CE Infant School

“SMILING, CARING AND LEARNING TOGETHER ON A JOURNEY WITH GOD”



Remote Learning Policy

Policy Date: July 2022
Review Date: July 2023

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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 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. Scenarios where remote education should be provided

Attendance is mandatory for all pupils of compulsory school age. The school 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 school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

In these circumstances, pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, the school will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Good practice is considered to be:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day for key stage 2
- 5 hours a day for key stages 3 and 4

3. What to provide

Online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided instead of school led video content.

The school will consider the following:

- where applicable, continuing to use the digital platform for remote education provision that has been used consistently across the school to allow interaction, assessment and feedback and make sure staff continue to be trained and confident in its use
- continuing 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, daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
 - identifying a named senior leader with overarching responsibility for the quality and delivery of remote education if schools feel this will be useful

When teaching pupils remotely, the school will consider how to transfer into remote education what we already know about effective teaching in the live classroom. This should include opportunities for regular feedback and interaction with teachers and peers during the school day.

The school will consider this guidance in relation to the pupil's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. For example, children in key stage 1 or reception often require high levels of parental involvement to support their engagement with remote education, which can make digital remote education provision a particular challenge for this age group.

4. Provision for pupil with SEND

If pupils with special educational needs or disabilities (SEND) are not able to be in school and require remote education their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

We recognise that some pupils with SEND may not be able to access remote education without adult support. The school will work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The requirement within the [2014 Children and Families Act](#) for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

5. Roles and responsibilities

5.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.00pm.

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 learning tasks:

- Teachers need to provide work for their class and they may also need to cover for other classes.
- This will be led by the curriculum and the actions set out in the Remote Learning Provision document.
- This work needs to be set the day before.
- The work should be uploaded onto Microsoft Teams Platform and, where necessary, onto the school website.
- Teachers should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

➤ Providing feedback on work:

- Feedback will be given as laid out in the Remote Learning Provision document.

➤ Keeping in touch with pupils who aren't in school and their parents:

- Teachers and the Inclusion Manager are expected to make regular phone contact. Where contact has not been made SLT should be informed for follow up.
- Teachers will be forwarded emails from the office team and will need to answer emails from parents via the office@ email or on the phone. Teachers should not answer emails outside of working hours.
- Any complaints or concerns shared by parents and pupils should be followed up according to the school policy. For any safeguarding concerns, see the section below.

➤ If you are attending virtual meetings with staff, parents and pupils:

- Ensure that you follow the school dress code.
- Avoid areas with background noise, ensure that there is nothing inappropriate in the background.
- Ensure that your room is clear of other household members.

Teachers will co-ordinate, with the school office, the issue of learning packs where pupils have no access to online learning.

Teachers will also be working in school and may still need to provide remote learning from in school.

5.2 HLTAs and Teaching Assistants

When assisting with remote learning, teaching assistants must be available for 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 aren't in school with learning remotely:
 - Support pupils as required.
 - Provide support via Microsoft Teams learning platform.
 - Follow the school dress code
 - Avoid areas with background noise, ensure that there is nothing inappropriate in the background.
 - Ensure that your room is clear of other household members.

Teaching assistants will also be working in school and may still need to provide remote learning from in school.

5.3 Inclusion Manager

The Inclusion Manager will have responsibility for co-ordinating remote learning for children with SEND across the school.

Alongside any teaching responsibilities, senior leaders are responsible for:

- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

5.4 Designated Safeguarding Lead

The DSL is responsible for:

Ensuring that the Safeguarding and Child Protection policies and their addendums are adhered to and communicated appropriately.

5.5 IT Technician

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents 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.
- Assisting pupils and parents with accessing the internet or devices.

5.6 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 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 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.

5.7 Governing Body

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.

6. 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 Deputy Headteacher, relevant subject lead or Inclusion Manager.
- Issues with behaviour – talk to a member of SLT.
- Issues with IT – talk to IT Technician or office team.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the data protection officer.
- Concerns about safeguarding – talk to the DSL.

7. Data protection and safe remote education

7.1 Accessing Personal Data

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

- Access the data, via a VPN connection to the server in school.
- Staff should only use devices to access the data that have been provided or approved by school, rather than their own personal devices.

7.2 Processing Personal Data

Staff members may need to collect and/or share personal data such as e.g. email addresses and contact details 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.

7.3 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.
- Ensure that devices are brought into school to access the back-up system.

7.4 Delivering remote education safely

Keeping children safe online is essential. The guidance on [safeguarding and remote education](#) provides the information on what education settings should be doing to protect pupils and students online. The guidance includes a collection of resources which includes support for:

- safe remote education
- virtual lessons
- live streaming
- information to share with parents and carers to support them in keeping their children safe online

For schools delivering their remote education through live and recorded lessons, the following support is available through third-party resources:

- [Safe Remote Learning knowledge base](#) by South West Grid for Learning (SWGfL)
- [live remote lessons](#) – SWGfL article answering questions asked of the Professional Online Safety Helpline addressing key concerns from teachers
- National Cyber Security Centre, which includes information on [which video conference service is right for you](#) and using video conferencing services securely

8. Safeguarding

Staff will be aware of the Safeguarding and Child Protection policies and any addendums.

9. Monitoring Arrangements

This policy will be reviewed annually and at a time when a new remote learning period is required.

10. Recording in the attendance register

Schools should continue referring to the [school attendance guidance](#). They should continue to keep a record of, and monitor pupils' engagement with remote education, but this does not need to be tracked in the attendance register.

11. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy and Coronavirus Addendum to our Child Protection Policy
- Data Protection Policy and Privacy Notices
- ICT and Internet Acceptable Use Agreements
- Online Safety Policy