

Remote learning policy

JOHN T. RICE INFANT AND NURSERY SCHOOL

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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. 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 **8:40am – 3:15pm Monday to Friday.**

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 details:

- The class teacher will be responsible for setting the work for the children in their own class. This includes children with SEND.
- Fs1 & FS2 work will be set that focusses around practical play, and may include simple number and phonics work. This may total up to 2 hours per day.
- Y1 & Y2 work will be set that focusses around, phonics, spelling, reading, writing, maths & topic linked directly to the long term plans. There will be up to 3 hours per day set. This work includes adaptations for children with SEND.
- Work will be set by 8:45am each day and will be sent to parents via Tapestry for FS1 and FS2 children and via Weduc or a similar platform for KS1.
- All planning is completed in teams to ensure consistency for classes and this is the same for remote learning.
- All work set will be in line with the planned school work and be of high quality.
- Children who have bespoke SEND timetable will have bespoke work sent that is inline with their developmental needs. Parents will in these cases be required to support and challenge their child in line with the work set.

- It is our aim to ensure all work set is accessible for all children and families and does not need an excessive amount of laptop use.
- Work set on Tapestry will be submitted by parents/ carers on Tapestry and teachers/ TA of the class will respond to it in a timely manner. This will usually be after school.
- Work set on Weduc or a similar platform will be submitted in the same manner. Parents and carers will support their children in doing so.
- Feedback will take the form of an acknowledgment and in some cases a short comment.
- Teachers and SLT members will make regular contact with children who are known to social care (CP/ CIN) and this will take the form of a weekly phone call or home visit.
- Teachers will be available throughout the day between 8:44am and 3:15pm to answer emails and calls – if they are teaching they may return these after school finishes but before 6pm. No teachers will respond after 6pm.
- Complaints from parents about work set will initially be raised with the class teacher and if not resolved will be raised with the Deputy head of head teacher who will respond in a timely manner.
- Any teaching that takes place on TEAMS or similar platforms – we expect both staff, and parents to be dressed in an appropriate manner. Meetings and teaching sessions that take place on TEAMS or a similar platform should be held in a quiet area, an appropriate background should be set on the computer.
- Teachers who are setting work or completing online learning live through TEAMS, will leave their class with a grade 4 TA for the duration.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30am – 3:15pm.

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:

Insert details of responsibilities. This could include:

- TAs may support SEND children with home learning – through phone calls, TEAMS or preparing under the guidance of the teacher adapted resources.
- TA's are expected to wear suitable clothes and use a suitable background on their computer if using IT.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Consider any adaptations needed to the planned curriculum such as school trips and make these, communicating with the teaching staff at all times.
- Work with teachers and TAs who are teaching their subject to make sure all work is set and is appropriate and consistent.
- Work with Senior leaders to make sure work set in their subject area is consistent.
- Monitor the work set in their subject area to check consistency of approach and that it is in line with the planned curriculum.
- Share resources linked to their subject area with teachers.

3.4 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

They are also responsible for:

- Deputy head teacher is responsible for co-ordinating the remote curriculum approach
- Working with the catering team to ensure pupils who are eligible for FSM receive them each day
- Ensuring staff remain fully trained in the digital platforms they are required to use.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Ensuring there is an up to date list of children who are child protection or child in need.
- Children who are CPP OR CIN are visited at least weekly while completing remote learning
- Meetings are attended either in person or via TEAMS for children who are CPP or CIN
- All safeguarding concerns are raised in the appropriate way in a timely manner and recorded on CPOMS
- All concerns of a safeguarding manner are followed through in line with the whole school child protection policy
- Other professionals are liaised with and advice sought for all safeguarding concerns that reach a threshold
- There is a DSL on site at all times that children are on site and contactable by phone for remote learning incidences

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to collect and set work
- Help staff and parents/ carers with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the PO

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not be in front of a screen at all times
- Complete work to the deadline set by teachers
- Seek help and guidance if needed

- Alert teachers if they are unable to complete the work
- Act in accordance with normal behaviour rules
- Use reasonable language if on live teams lessons, set a safe background on the computer and be dressed when in front of a camera

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their child'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 cannot complete work
- Seek help from the school if their child needs it
- Be respectful when making any complaints or concerns
- Be dressed if present on live Teams lessons
- Use respectful language

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 setting work – speak to the deputy head teacher or team leader/ SENCO
- Issues with behaviour – speak to the head teacher or deputy head teacher
- Issues with IT – Raise a call with ATOM
- Issues with own workload or wellbeing – speak to line manager or head teacher
- Concerns about data protection – speak to the school business manager or the deputy head teacher
- Concerns about safeguarding – speak to the head teacher, deputy head or EUFY leader

All contacts can be found on scholar pack or in the school office.

5. Data protection

5.1 Accessing personal data

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

Access data for children using scholarpack/ arbour which is a secure cloud based APP. They will use their own log on and will not share this with others. When not using their laptop or device they will screen lock it or close it down.

Staff may use their school laptop or school ipad to access data about children. They will not access these sites using their personal mobile phone.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such 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 / privacy notice in terms of handling data, which can be found on the school website under GDPR.

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.

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

Refer to the whole school child protection policy

7. Monitoring arrangements

This policy will be reviewed every 3 years.

8. Links with other policies

This policy is linked to our:

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