



Whaddon Church of England School

“You are the light of the world, let your light shine!”

Remote Learning Policy 2024-2025

Approved by:

Date:

Last reviewed on:

Next review due by:

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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

The SENCO will be responsible for ensuring the provision as outlined in the EHCP is reasonably enacted through best endeavours as per the SEN Code of Practice 2015.

The parents of the pupil with an EHCP will be contacted to ensure the tasks set are accessible completed.

Class teachers will take steps to ensure that any tasks set are accessible and records of work undertaken are reasonable.

3.1 Teachers

When providing remote learning, teachers must be available between 08.30am-12.00pm and 1.00pm-3.00pm

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 of phoning the headteacher no later than 07.00am- leaving a voicemail if required.

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:

- Who they need to provide work for, including if they may need to cover for other classes
- The amount of work they need to provide – 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.
- When this work needs to be set (e.g. 3pm the day before)
- Where work should be uploaded (e.g. school website, remote learning platform) – instructions for how to do this can be sought from the headteacher or Foxes teacher.
- Co-ordinate with other teachers, via the school Whatsapp group or via school email re types of work set and progression of skills in the activities set.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
- Considering the needs of individual pupils, such as those with SEND or other additional needs OR EAL, and the level of independent study skills for the stage of the child's development.
- 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 resources to carry out the task e.g a printer.

- Providing feedback on work
- The work completed may take the form of a photo, a completed worksheet or an electronic document. The feedback may be written or verbal but must be timely and meaningful. Once back in school, this form of feedback will cease for any work completed after the date the pupil returns to school.
- Keeping in touch with pupils who aren't in school and their parents
- Teachers should aim to make contact once per session (morning and afternoon) for safeguarding and registration purposes. This can be via Teams, email or phone. Ensure that you know who you are communicating with.
- Emails from pupils or parents will only be responded to during 08.30-12.00pm and 1.00-3.00pm.
- Complaints should be directed to the website complaints procedure and policy. Teachers should try to resolve matters in the first instance and the headteacher should be informed about the nature of the complaint- this parental communication should be recorded on CPOMS. For any safeguarding concerns, teachers and TAs follow the usual safeguarding protocol of contacting the DSL or DDSL logging the concern on CPOMS immediately.
- Failure to complete work should be investigated but if persistent or without good reason, will be recorded as absence.
- Attending virtual meetings with staff, parents/carers and pupils – cover details such as:

Dress code for meetings via Teams

Location (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers will also be working in school, over the period of remote learning for a pupil, the headteacher or TA will cover the responsibilities above during this time.

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available from 08.30-12.00pm and 1.00pm-3.00pm

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 especially those with SEND or EHCP
- This can be in the form of providing adaptive ways of recording or answering questions raised by pupils, if the teacher is not contactable, for whatever reason.
- If a TA is attending virtual meetings with teachers, parents/carers and pupils the expectations around professional dress, confidentiality (away from family members) reduced background noise, nothing inappropriate/personal visible in the background)
- If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads 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, and deadlines are being set an appropriate distance away from each other

Monitoring the remote work set by teachers in their subject such as through regular meetings with teachers or by reviewing work set/submitted.

Alerting teachers to resources they can use to teach their subject remotely

Making decisions about the use of online video lessons.

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) robust sign out processes should be in place and safe internet use policy shared with parents. Filtering and monitoring systems should be checked with Bucks IT before any school hardware is issued. Along with GDPR checks that there are no images or sensitive information stored on the device to be issued.

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 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 – this will be done through parent mail and Bucks schools web and the class Whatsapp groups
- Working with the office manager 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:

Liaising with vulnerable families and speaking with the pupil over the phone or by Teams, whichever is most appropriate.

Recording any concerns especially online behaviour, searches or site access that is not age appropriate.

Executing the effective safeguarding practices of the school policies and procedures.

Ensuring all staff are aware of what to look out for regarding online bullying and helping keep children safe online and whilst not in school.

3.6 IT staff

Issues with IT should be brought to the attention of the school office manager. In the first instance, issues will aim to be resolved by the class teacher. If the issue is with the website, this will be raised with the Website manager or the school IT team at Buckinghamshire local authority, if the problem persists.

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day although staff must consider pupils 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're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)
- 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 – if you know of any resources staff should point parents towards if they're struggling.
- 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 headteacher

Issues with IT – talk to Bucks IT, office manager or headteacher

Issues with their own workload or wellbeing – talk to their line manager

Concerns about data protection – talk to the headteacher

Concerns about safeguarding – talk to the DSL or DDSL

For children at risk of immediate harm – Call the police

5. Data protection

5.1 Accessing personal data

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

Only use school provided hardware, **not** personal devices

Contact the office manager or headteacher for information from SIMS.

5.2 Processing personal data

The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school website.

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
- Not taking the device out of your home- it is not insured to be taken out of the home or left in a vehicle overnight

6. Safeguarding

Refer to our child protection and safeguarding policies, which can be found on the safeguarding tab of our website.

7. Monitoring arrangements

This policy will be reviewed annually by the headteacher safeguarding governor and chair of governors. At every review, it will be approved by [the full governing board Curriculum and pupil Welfare committee.

8. Links with other policies

This policy is linked to our:

Safeguarding policy

Behaviour policy

Child protection policy

Data protection policy and privacy notices

Home-school agreement

ICT and internet acceptable use policy

Online safety policy

Signed:

Date:

Signed:

Date: