

Remote Learning Policy

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Authorised by: Headteacher

Updated by: Senior Leaders

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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:
 - o Not possible to do safely
 - o 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:
 - o They have an infectious illness
 - o They are preparing for or recovering from some types of operation
 - o They are recovering from injury and attendance in school may inhibit such recovery
 - o 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

Neil Jones and Amanda Vine will have overall responsibility for the technical organisation and overarching curriculum design of remote learning.

3.1 Teachers

When providing remote learning, teachers must be available between 8:30 and 3:30. This includes having a break of a reasonable length between 12:00-2:00 (1 hour).

If 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.

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- Scenario 1 – Individual cases where a pupil is unable to attend school but is able to learn
- Scenario 2 – School closures or restrictions on attendance, where school access for pupils is restricted

Scenario 1

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely.

These circumstances should only involve a short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

In Scenario 1, teachers will be responsible for:

- Setting home learning via Microsoft Teams (Reception will set appropriate EYFS work through Tapestry)
- By 9am, setting work each day for maths, writing, reading (phonics if appropriate) as well as a foundation subject (work in a foundation subject may take two afternoons to complete – including Science, RE and PSHE, as per the termly overview)
- Maths will be based on the CanDoMaths materials and can be supplemented with TT Rock Stars
- English can be based on the unit of work taught in class, but the teacher may replace this with relevant Oak National Academy resources on similar objectives if appropriate
- Science and foundation subject (including RE and PSHE) home learning can be based on resources used in class but relevant Oak National Academy units or BBC 'This Term's Topics' materials following similar objectives can be used if appropriate
- Videos / voice recordings recorded on Loom can be used to support the child's understanding of tasks, but this is not an expectation in this scenario as the teacher will still be teaching their class
- If pupils are off from both classes in a year group, they should be provided with the same work set unless it has been appropriate to differentiate where required
- If access to devices is limited, paper copies of home learning will be prepared, and delivery will be arranged by the office if an alternative solution cannot be provided

Providing feedback on work:

- Not all home learning submitted through Teams needs to receive feedback in this as teachers are teaching (around 50% of home learning received should receive a star and / or a wish as appropriate)
- Feedback should be provided within 48 hours of work being submitted
- One quiz (set in Forms) per day can be set – these are marked automatically within Teams
- If a teacher is unwell, their partner teacher will set home learning
- If both teachers are unwell, phase leaders and SLT will set appropriate work and monitor as best as can be managed

Keeping in touch with children who are not in school and their parents:

- Families will still be encouraged to contact teachers by telephoning the office or via dunalley@dunalley.gloucs.sch.uk
- During year group closures, families will still be encouraged to contact teachers via the year group email addresses when they have questions about the learning - these should be checked on a daily basis and responded to within working hours
- If there is no engagement, teachers must arrange for a telephone call to be made within two days to express concerns and provide support or alternative arrangements.

Scenario Two

In the event a whole class, year group or the entire school being closed, after day one, teachers will be responsible for:

- Setting home learning via Microsoft Teams (Reception will set appropriate EYFS work through Tapestry with Teams available for whole class story time and assemblies)
- Home learning should be set each day for maths, English (writing, reading including phonics if appropriate) as well as a foundation subject (work in a foundation subject may take two afternoons to complete – including science, RE and PSHE, as per the termly overview)
- In this scenario, the home learning needs to be set by 5pm on the previous day with a flexible deadline for the tasks of 6pm on the day (unless otherwise specified for certain foundation subject outcomes including science, RE and PSHE)
- Maths will be based on CanDoMaths materials and can be supplemented with TT Rock Stars
- English can be based on the unit of work taught in class, but the teacher may replace this with relevant Oak National Academy resources on similar objectives if appropriate
- Science and foundation subject home learning can be based on resources intended for use in class but relevant Oak National Academy resources or BBC 'This Term's Topics' materials or BBC programmes or other high quality education resources on similar objectives can be used if appropriate
- Videos / voice recordings recorded on Loom should be used to support the child's understanding of objectives and tasks when not using White Rose Maths, Oak National Academy or other appropriate videos (videos can be shared between partner classes)
- Both classes in a year group should have identical work with allowances for differentiation if required
- If access to devices is limited, school-owned laptops / iPads accompanied by a user agreement or contract, will be provided subject to availability. Paper copies of home learning will be prepared and delivery will be arranged by the office if an alternative solution cannot be provided
- Overviews / schedules of the learning will be provided at the start of the day or week to outline the learning and times of shared events, for example chats, story times or assemblies
- A 'chat window' should be opened for 45 minutes every day to allow children to raise questions about their learning or to enable the teacher to encourage a collaborative discussion between children about a learning objective, task or issue (Picture News would be relevant). This may be completed with the year group partner teacher
- A short 'story time' live meeting is to be set each day for every class
- A class assembly is timetabled for either Thursday or Friday so teachers can discuss learning and share successes. This can be completed with the year group partner teacher

- If a teacher is unwell, their partner teacher will set home learning
- If both teachers are unwell, phase leaders and SLT will set appropriate work and monitor as best as can be managed

Providing feedback on work in Scenario Two:

- Feedback should be timely and frequent for each subject area, using digitally facilitated or whole-class feedback where appropriate. When individual feedback for home learning is provided for learning submitted through Teams this should be a star and / or a wish as appropriate
- Feedback should usually be provided within 48 hours of work being submitted. This may be individual or to the class as a whole. It is intended that each child will receive personalised feedback in at least one subject each day
- One quiz (set in Forms) per day can be set – these are marked automatically within Teams
- If a teacher is unwell, their partner teacher will set home learning but feedback requirements will have to be diluted accordingly
- If both teachers are unwell, phase leaders and SLT will monitor and assess as best as can be managed

Keeping in touch with children who are not in school and their parents:

- Families will still be encouraged to contact teachers via the year group email addresses when they have questions about the learning - these should be checked on a daily basis and responded to within working hours
- If there is no engagement, teachers must arrange for a telephone call to be made within two days to express concerns and provide support or alternative arrangements

Attending virtual meetings with children and/or families:

- Teachers should dress in accordance with expectations at school
- Teachers should be mindful of the presentation of the teaching or meeting environment and take care to minimise unwanted noise or disruption
- Teachers can complete these with another teacher / TP present

3.2 Teaching partners

When assisting with remote learning in any scenario, teaching partners could be required to:

- Provide support to targeted children by telephoning families to discuss learning and explain tasks or concepts
- Support class teachers with monitoring and assessment
- Support the planning and delivery of in-school provision

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

3.4 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 through accessing Teams, meeting with teachers remotely, viewing completed home learning and reaching out for feedback from children and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead

The DSL and DDSL (family support worker) are responsible for accessing CPOMS to review alerts, attending relevant Child Protection meetings and ensuring all concerns are acted upon in a timely manner.

When a vulnerable child is absent from school, the social worker will be notified (if they have one). School leaders will agree with the social worker the best way to maintain contact and offer support. All information will be recorded on CPOMS.

3.6 School Business Manager (SBM)

The SBM is responsible for:

- Fixing issues with systems and Microsoft Teams
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting families with accessing the internet or devices

3.7 Office Manager

- Helping staff and parents with password / access issues

3.8 Pupils and parents

Staff can expect children and families learning remotely to:

- Be available for timetabled events during the school day such as live class assemblies / story times and chat windows
- Complete work to the deadline set by teachers where possible, work from previous days will still be available but it is important for a child to access learning on a daily basis unless ill
- Seek help if they need it
- 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

3.8 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

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, SENCO or AV
- Issues with IT – NJ or HJ
- Issues with their own workload or wellbeing – AG
- Concerns about data protection – SB
- Concerns about safeguarding – AG or SA

5. Data protection

5.1 Accessing personal data

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

- Access contact information through SIMS/CPOMS, avoiding the need for hard copies or electronic lists of contacts (office to make calls if teachers are working from home – unless whole school lockdown scenario in which year group mobile phones will be used)
- Only use school laptops or school iPads provided to communicate via Teams

5.2 Processing personal data

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

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
- 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
- Signing and adhering to the offsite register

6. Safeguarding

This remains in line with our existing policy which is available [here](#).

7. Monitoring arrangements

This policy will be reviewed as and when guidance changes are made.

8. Links with other policies

This policy is linked to our:

- Attendance policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- Acceptable Users policy
- E-safety policy