Remote Learning Policy

Last reviewed on: 31.3.22

Rationale

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result, the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect.

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to face' as normal.

This policy states how we will deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all children to attend face-to-face education.

The priority will always be for our school to deliver high-quality **face-to-face** education to all pupils. Remote education will only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

Scenarios where remote education will be provided

Attendance is mandatory for all children of compulsory school age. School will consider providing remote education to children 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, for example, inclement weather, boiler failure or outbreak of an infectious disease;
- occasions when a child, for a limited duration, is unable to physically attend school but are able to continue learning, for example children with an infectious illness.
- occasions where a child has been issued a Fixed Term Exclusion.

In these circumstances, children will 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, we will provide remote education equivalent in length to the core teaching children would receive in school and may include recorded or live direct teaching time, as well as time for children to complete tasks and assignments independently.

This policy does not apply in situations such as:

- A child who is absent from school without prior authorisation.

- Children who are generally unwell and absent due to this.

- Children absent due to an unauthorised term time holiday.

- Children with absences due to authorised exceptional circumstances and have a licence provided by the Child Employment & Entertainment Licensing Officer at Oldham LA (or the LA where the child lives, if not Oldham).

- A parental decision to absent their child as a precaution against an outbreak of infectious disease but contrary to official medical advice from a doctor, specialist, Public Health England, the UK Government or the World Health Organisation.

Part-Time/Reduced Timetables

We fully support the Local Authority and their responsibility for ensuring that all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

In some individual cases a part-time timetable may be used as a **short-term** measure towards achieving full reintegration within a formal written agreement.

It is unlawful for a school to impose a reduced or part-time timetable.

A part-time timetable may only be used with the informed consent of the parents/carers and in agreement with the agencies involved in supporting the family.

All information about children missing from education is essential and we will notify the Local Authority of any part-time education arrangements that have been approved.

We are aware that children on part-time timetables may also be vulnerable and at increased risk not only of social and educational failure, but also of physical, emotional and psychological harm. As a result, it is important that we share information with the local authority when children are placed on part-time/reduced timetables. This is so that actions can be taken to ensure the child receives their educational entitlement and also to ensure that any necessary welfare checks are carried out.

In agreeing to a part-time timetable, the school has agreed to a child being absent from school for part of the week or day and therefore must record it as authorised absence. Children on part-time timetables are therefore still incurring absences and for that reason school must provide that information to the local authority giving the full name and address of the child concerned.

Roles and responsibilities during school closure

Teachers

When providing remote learning, teachers **must** be available between 9am and 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 reporting procedure.

When providing remote learning, teachers are responsible for:

- Setting work for the children in their class from The Oak National Academy resources (KS1&2), Purple Mash (EYFS/KS1). Teachers may decide to create their own learning resources following their sequential medium and long term planning as long as it is of the same quality as the child would receive in school;
- Uploading work on the specified platform: KS2 and KS1 Google Classrooms & EY Tapestry;
- Setting work which is broadly in line with the offer children would be getting in school;
- Setting an amount of work which is in line with the amount a child would receive during a normal school day;
- Setting work by 9am on each school day (or by 3pm for the following day);

- Providing feedback on work via the specified platform. This can be via a comment, grade or score. Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and send them back.
- Feedback for English and Maths should ideally be provided before the next learning is presented or if not, then by the end of the school week;
- Keeping in touch with pupils and parents who aren't in school and their parents by telephone for a weekly welfare check. Any concerns are to be recorded on CPOMS.
- Respond to emails from parents during working hours;
- Reporting all safeguarding concerns directly to the DSLs or make referrals directly to MASH;
- Reporting all breaches of the behaviour policy to the SLT;
- Advising parents that any complaints must be processed through the usual complaint procedure;
- Attending virtual meetings (under the direction of the SLT) with staff, parents, pupils, other professionals ensuring that the usual school dress code is adhered to and that, if at home, your location is private and backgrounds are appropriate;
- Assisting pupils and parents with accessing the internet or devices;
- Ensuring pupils receive clear explanations;
- Supporting growth in confidence with new material through scaffolded practice;
- Keeping children motivated and engaged;
- Application of new knowledge or skills;
- Enabling pupils to receive feedback on how to progress;
- Provide support for children with SEND to ensure they can access remote education.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3.15pm on their allocated working days.

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 reporting procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting specific pupils or groups of pupils who aren't in school with learning remotely;
- Attending virtual meetings (under the direction of the SLT) with staff, parents, pupils, other professionals ensuring that the usual school dress code is adhered to and that, if at home, your location is private and backgrounds are appropriate;
- Following the direction of the class teacher in supporting providing feedback on virtual work;
- Assisting pupils and parents with accessing the internet or devices;
- Provide support for children with SEND to ensure they can access remote education.

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;

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

- The SENCO will be responsible for ensuring that children with specific needs are catered for and that work being set is accessible to all.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school or Key Stage;

- 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.

Designated Safeguarding Leads

During a school closure, the DSL is responsible for the safeguarding of all children as set out in the 'Child Protection Policy 2022'

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work;

- Helping staff and parents with any technical issues they're 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;

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day (9am-3.15pm);

- 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;

- Alert teachers to any safeguarding issues;

- Alert teachers to any technical issues;

- Behave in line with the Behaviour Policy;

- Remain safe online, following school's online safety protocols.

Staff can expect parents with children learning remotely to:

- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here;
- Be respectful when making any complaints or concerns known to staff;
- Support their child in completing work set to the given deadlines;
- Report any safeguarding concerns.

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.

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 relevant Key Stage Lead, member of SLT or Headteacher;
- Issues with IT – talk to IT staff;
- 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.

Organising structured remote teaching suitable for very young pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such children, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Other content for these children is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

Supporting pupils with special educational needs and disabilities (SEND)

For many pupils with SEND, the teaching envisaged by this policy would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers will know these needs

best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. However, in some cases, the suggestions in this policy may also be useful for pupils with SEND and so should be considered on their merit.

If parents are not able to effectively support remote education

Good communication between schools and parents (about the approach the school is taking) can help. This could include, where appropriate, group seminars, briefings using platforms such as Zoom, or one-to-one telephone calls where necessary, to inform parents and elicit their support.

Data protection

Accessing personal data

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

- Access data for contacting parents via CPOMs. Staff are not to store this data on their personal devices.
- Do not share data with anyone from outside of our organisation unless authorised to do so by the headteacher.
- Where phone calls are made from personal devices, numbers should be withheld and then the parent's number deleted from the device.
- Emails will only be sent from school's Gmail accounts.

Processing personal data

Staff members may need to collect and/or share personal data such as phone numbers and emails 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.

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 when working from home and lock the screen when it is not in use;
- Ensuring the hard drive and laptop 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 and ensuring that the screen is not viewed by anyone in the household;
- Ensure that if a virtual meeting is taking place, that an empty room is used so the meeting remains confidential;
- Installing antivirus and anti-spyware software;
- Keeping operating systems up to date – always install the latest updates.

Safeguarding

The DSL is responsible for the safeguarding off all children as set out in the 'Child Protection Policy 2022'. Staff must refer to this policy.

In the instance of a prolonged school closure, teachers or teaching assistants will make weekly welfare checks and record any safeguarding concerns to the DSL and on CPOMS.

Monitoring arrangements

This policy will be reviewed frequently during closures by the SLT.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child Protection Policy 2022
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1: Example Remote Learning Timetable

	9.00 – 9.30	9.30-10.00	10.00 – 11.00	11.00 - 11.15	11.15 – 11.30	11.30-12.30	12.10-13.10	1.15– 2.15	2.15	2.30-3.15
Monday	Collective Worship	Reading	English	Break	Spelling & Handwriting	Maths	Lunch	Computing	Break	PE
Tuesday		Reading	English	Break	Spelling & Handwriting	Maths		Music		French
Wednesday		Reading	English	Break	Spelling & Handwriting	Maths		PSHE		Topic Geography/History
Thursday		Reading	English	Break	Spelling & Handwriting	Maths		Science		Science
Friday		Reading	English	Break	Spelling & Handwriting	Maths		Topic Geography/History		Art/DT

Remote learning to be accessed via Google Classroom and Oak National Academy. We will inform you of the content for each of the above sessions and provide links to work to be completed.