

PARK SCHOOL – REMOTE LEARNING POLICY

1. AIMS

This remote learning policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum to ensure consistency in the approach to remote learning for pupils who are not in school;
- Ensure provision is in place so that all pupils have access to high quality learning resources;
- Set out expectations for all members of the school community with regards to remote learning;
- Protect pupils from the risks associated with using devices connected to the internet;
- Provide appropriate guidelines for data protection;
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning;
- Ensure pupils unable to attend school remain fully included within the school community;
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

2. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2023) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2020) 'Remote education good practice'
- DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy and Procedure, including Allegations against Adults
- Data Protection Policy
- Special Educational Needs and Disability Policy
- Behavioural Policy (including sanctions)
- Accessibility Policy
- Marking Policy
- Curriculum Policy
- Assessment Policy

- E-Safety Policy
- Health and Safety Policy
- Acceptable Use & Digital Safety Policy
- Staff Code of Conduct
- Admissions, Attendance and Children Missing from Education Policy

3. ROLES AND RESPONSIBILITIES

3.1 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- 3.1.1 Co-ordinating the remote learning approach across the school.
- 3.1.2 Monitoring the effectiveness of remote learning.
- 3.1.3 Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- 3.1.4 If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.

3.2 Designated safeguarding Lead

- 3.2.1 The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning Please refer to Safeguarding and Child Protection Policy and Procedure, including Allegations against Adults.

3.3 Teachers

- 3.3.1 When providing remote learning, teachers must work between 8:30am-4:30pm on their working days (in the case of part-time staff they must work their usual hours). Teachers are expected to be online on Teams actively working and supporting their class throughout normal lesson times and available to answer emails from parents between 8.30am and 4.30pm.
- 3.3.2 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.
- 3.3.3 When providing remote learning, teachers are responsible for:
 - 3.3.3.1 Setting work
 - Teachers will provide learning for their current class. The amount of work they need to provide is daily Maths and English lessons plus at least one for foundation subjects each day. The amount of work set each day should, (on average across the Year groups) occupy pupils for at least 3 hours, covering the timetable they would be accessing in the classroom. In addition, daily phonics lessons will be planned for KS1 and SPAG lessons for KS2.
 - English and Maths will be supported by video lessons to include introduction, explanation and plenary with videos uploaded to the assignment. Alternatively, teachers may consider live online teaching.
 - Teachers will use resources they use in class including, Twinkl, White Rose Maths and BBC Bitesize, as well as other resources identified by school curriculum leaders. Twinkl and other resources must be properly checked to ensure that they are accurate, and answers provided are correct and spelling and grammar should be reviewed.
 - The work will be set weekly and supplemented daily with differentiated tasks and stretch activities where required

- Teachers will upload weekly learning packs on Teams. The packs can then be accessed at home, or printed by staff who are on site, ready for parents to collect. (School will post where required)
- Teachers will outline the work daily via their class Teams page.
- Teachers will actively check in on pupils in their class throughout the school day via Teams messages and will use video calls when required to teach.
- If work is not completed or handed in, or is not of the expected standard, teachers will contact pupils and parents to ensure the work is done and provide additional support if pupils are struggling or if they simply need to know that their teacher is monitoring them to encourage them to get on.
- If pupils complete work quickly, teachers will consider setting additional work for those pupils for example directing them to Century or our other online learning platforms or providing differentiation/ stretch tasks.

3.3.3.2 Providing feedback on work

- Pupils can submit work on Teams or email work to their class teachers. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual basis on Teams. Feedback will be age appropriate with work being marked as far as possible as would happen in School.
- Teachers will follow up with pupils if work is not completed or completed to the expected standard just as they would in class. Pupils are expected to complete all work. Teachers should notify the Headteacher who will liaise with each year group within three days of a bubble closure and follow up on pupils not engaging in their work.

3.3.3.3 Keeping in touch with pupils who are not in school and their parents

- In the case of a national or local lockdown, teachers will call all pupils at least every week (either in small groups or one-to-one) using Teams to discuss how they are progressing and any pastoral concerns. Any concerns should be recorded and Headteacher alerted. This is separate and in addition to the expected daily contact regarding work.
- In the event of a self isolation affecting one particular pupil only, daily communication about work will be via Teams or email. If there has been no communication back from either a parent or child via by day 3 of the self-isolation period being notified to us, the class teacher or SLT member will call parents on day 3. In this scenario where a household is known to have someone suffering from Covid-19 symptoms, the Headteacher will ensure that regular contact is made with the family to support the pastoral needs of the child but expectations around work being completed and returned will not apply where parents or child are unwell with the virus. All such contacts will be recorded in the Vulnerable child log.
- In addition to the usual contact, all vulnerable pupils will be called weekly - by one of Headteacher/Liaison Officer/member of SLT. This will include HCP/identified pupils,
- Emails received from parents and pupils are to be checked between 8:30am and 4:30pm, Mon- Fri. Teachers should respond to parent emails within 24hours.

3.4 Teaching assistants

3.4.1 When assisting with remote learning, teaching assistants must be available between their usual working hours.

3.4.2 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:

3.4.3 Supporting pupils who are not in school with learning remotely –

3.4.4 When requested by Head Teacher/SENDCO

3.4.5 Will liaise with class teachers to support planning and resourcing differentiated learning

3.5 Subject leads

3.5.1 Alongside their teaching responsibilities, all subject leads are responsible for monitoring the work teachers set by their subject.

- Review work set weekly

3.6 Pupils and parents

3.6.1 Staff can expect pupils learning remotely to:

- Be contactable during the school day – 8:30am-3:30pm although they may not always be in front of a device the entire time
- Seek help if they need it, from teachers or teaching assistants
- Make every effort to complete the work set each day and submit it to their teacher
- Alert teachers if they are not able to complete work

3.6.2 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

3.7 School Board

3.7.1 The School 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

4.7.2 If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting suitable work – speak to year team or relevant subject lead, Director of Studies or SENDCO
- Issues with behaviour – speak to the Headteacher
- Issues with IT – speak to Headteacher or log a ticket with Softegg.
- Issues with their own workload or wellbeing – speak to the Headteacher
- Concerns about data protection – speak to the School Office Manager.
- Concerns about safeguarding – speak to the DSL/Headteacher

5. DATA PROTECTION

5.1 Accessing personal data

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

- Teachers are able to access parent contact details via the dedicated SharePoint site.

- Do not share any details with third parties.
- School laptops are the school's nominated devices to be used when accessing any personal information on pupils. You may work on a personal device but may only work on documents within MS Office online and save them in SharePoint/OneDrive online.
- Do not save any information (or any work) on the desktop or hard drive of your own device, or a School laptop. The School is using SharePoint and one drive to ensure that all data is cloud-based; safe from device failure and visible for safeguarding reasons.

5.2 Keeping devices secure

5.2.1 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 no personal data is stored on the laptop - 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
- Not sharing the device among family or friends
- Keeping operating systems up to date by allowing IT support to access computer when necessary

6. SAFEGUARDING

Please also refer to Safeguarding and Child Protection Policy and Procedure, including Allegations against Adults.

- a. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- b. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- c. Phone calls made to vulnerable pupils will be made using school phones where possible. If a personal phone must be used your number should be withheld. Ideally though contact should be via Teams video calls.
- d. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- e. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- f. All home visits must:
 - i. Have at least one suitably trained individual present.
 - ii. Actively involve the pupil.
- g. Vulnerable pupils and families will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.
- h. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- i. All members of staff will report any safeguarding concerns to the DSL immediately and record on the safeguarding log.

- j. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

7. ONLINE SAFETY

This section of the policy will be enacted in conjunction with the school's ESafety Policy.

- a. Where possible, all interactions will be public.
- b. When video communication is being used (parents evening sessions etc), staff, pupils and families using video communication must:
 - i. Wear suitable clothing – this includes others in their household.
 - ii. Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - iii. Use appropriate language – this includes others in their household.
 - iv. Maintain the standard of behaviour expected in school.
 - v. Use the necessary equipment and computer programs as intended.
 - vi. Not record, store, or distribute video material without permission.
 - vii. Ensure they have a stable connection to avoid disruption to lessons.
 - viii. Always remain aware that they are visible.
- c. All staff and pupils using audio communication must:
 - i. Use appropriate language – this includes others in their household.
 - ii. Maintain the standard of behaviour expected in school.
 - iii. Use the necessary equipment and computer programs as intended.
 - iv. Not record, store, or distribute audio material without permission.
 - v. Ensure they have a stable connection to avoid disruption to lessons.
 - vi. Always remain aware that they can be heard.
- d. Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy (including sanctions)
- e. The school will consult with parents at least two weeks prior to the period of remote learning (where possible) about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
- f. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- g. The school will communicate to parents via email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- h. During the period of remote learning, the school will maintain regular contact with parents to:
 - i. Reinforce the importance of children staying safe online.

- ii. Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- iii. Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- iv. Direct parents to useful resources to help them keep their children safe online.
- i. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

8. MONITORING ARRANGEMENTS

This policy will be reviewed as and when updates to home learning are provided by the government by the Headteacher, Mrs Melanie Dowler. At every review, it will be reviewed and approved by the School Board of Governance.