



Remote Learning Policy

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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 8:30am and 3:30pm. 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 Setting work for pupils in their class and if necessary their year group
 - Key Stage 1 will be set on average 3 hours a day (this will be less for EYFS children)
 - Key Stage 2 will be set on average 4 hours a day
 - All work has to be set by 8:40am on the day it is required
 - The work will be uploaded on Purple Mash (Primary) and Mini Mash (Early Years)
 - Identifying those families who do not have access to a device or the internet. These families will be provided with a device according to our Home Laptop and Ipad Loan agreement. Alternatively these families can be provided printed resources.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
 - This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
 - This also includes 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
- Providing feedback on work submitted online in Purple Mash within three working school days
- Keeping in touch with pupils who aren't in school and their parents/carers. This could be as phone calls and emails via the school office. Staff must not communicate with parents/carers outside of agreed school channels and outside of working hours.
 - Complaints or concerns shared by parents and pupils should be shared with the Key Stage Leaders. If there are safeguarding concerns, these must be referred to the Designated Safeguarding Lead.
 - Behaviour issues, such as failing to complete work, should be discussed with their Key Stage Leader, SENDCo and Designated Safeguarding Leads

- Teachers should provide pupils with opportunities for regular interaction with teachers and peers during the school day through a timetable live streamed lessons
- When attending live streamed lessons, teachers agree to:
 - Dress appropriately for the session
 - Be in a safe and appropriate setting
 - Schedule any sessions beforehand, and be the first to attend
 - Send session invites only through Mini Mash (Reception) and Purple Mash, 2Email (Years 1-6)
 - Outline what equipment, if any, is needed by children
 - Disclose if any recordings are being made to learners and store these in line with our data protection policies
 - Outline our behaviour expectations at the start of each session
 - Have a support member of staff present, to monitor the attendance, chat function & mute feature
 - Not be in a 1:1 video call with any children
 - End the sessions so that no pupils are left to video chat without adult supervision
 - Maintain up to date knowledge of all our safeguarding and data protection policies
 - Remove participants who are not following the Home-School agreement

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their contracted hours.

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 are in school with their learning (this will be guided by the class teacher or teachers in the key stage)
- Printing resources for those families who do not have access to a device or the internet (guided by the class teacher)

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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

The special educational needs co-ordinator (SENCO) is responsible for co-ordinating remote learning for children with SEND across the school.

3.4 Senior leaders

Mrs McGarragh 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 Home Laptop and Ipad Loan Agreement
- 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:

- 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 Purple Mash (our online digital education platform)
- Training staff on relevant accessibility features that Purple Mash has available
- Providing information to parents/carers and pupils about remote education via Parent Mail and the school's website
- Working with Dolce (our catering company), the School's Business Manager and the school's administration team 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 safeguarding of children, families and school staff is essential. Our remote learning is planned and undertaken with this in mind, and we follow the principles set out in our Staff Code of Code. Following guidance from the DfE, our local authority and organisations, such as the NSPCC, we have identified these core principles:

- Staff should not communicate with parents or pupils outside agreed school channels
- For data protection, staff will ensure that there is nothing that can identify pupils in shared online resources
- Teachers will follow expected professional standards for videos they record. For example, by considering their video background, attire and any personal information that they share
- Families should set age-appropriate parental controls on devices and use internet filters to block malicious websites
- Online abuse or misconduct should be reported immediately to the school safeguarding leader/headteacher/other contact
- The wellbeing of children, families and school staff is our priority. School staff will support children's, parents' and their own mental health, following the agreed school policies and resources
- Any Safeguarding concerns should be reported to the Designated Safeguarding Lead: Mrs C Mcgarragh, and the Deputy Safeguarding Leads: Mrs J Goldsmith and Mrs L Briers.

3.6 IT staff

The school's IT technician (Mr Marshall) is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers 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 (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they 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
- When attending live streamed lessons, pupils agree to:
 - Make sure they are on time to their live lessons. The times of their live lessons are on their weekly timetable
 - Ask an adult to help them log into the Zoom meeting
 - Enter their live lesson with their camera on and their microphone muted. Their teacher will tell them when to unmute
 - Not take photos of their screen or record videos or communication in any way
 - Have their parent/carer present in the room or in the next room with the door open so they can see and hear everything that is happening during any live lessons
 - When they take part in live lessons, they will make sure that...
 - ✓ Where they are doing their lesson is quiet and free from distractions and that anyone else in the room is quiet
 - ✓ They are dressed in their day clothes and these are appropriate
 - ✓ They are listening and joining in
 - ✓ They are not writing anything in the chat function unless they are asked to do so
 - ✓ To use the "Raise Hand" button on the screen if they wish to talk

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, include those here
- Be respectful when making any complaints or concerns known to staff
- When their child is attending live streamed lessons, parents/cares agree to:
 - ✓ Support their child to log into the Zoom meeting
 - ✓ Not interrupt the session at any time
 - ✓ Ensure they and their child are appropriately dressed, and the environment is quiet
 - ✓ Support their child in understanding the behaviour expected during the live lessons
 - ✓ Ensure no photographs or video recordings of the session are being made

- ✓ Ensure their child is in a safe and appropriate setting for the live lesson e.g. the background (and foreground) is appropriate and as neutral as possible (please think about what we can see behind you/in front of you)
- ✓ Ensure their child is not in a 1:1 chat with other learners
- ✓ Be mindful of the confidentiality of all the learners involved
- ✓ Raise any concerns with the teacher or school immediately via the telephone or school email
- ✓ Ensure any home/school devices are being used appropriately

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 of setting work – Key Stage Leader or SENDCO
- Issues with Behaviour – Key Stage Leader, SENDCO, Headteacher, Deputy Head of DSL
- Issues in setting work – Key Stage Leader, SENDCO or IT Technician
- Issues with IT – IT Technician
- Issues with their own workload and wellbeing – Key Stage Leader
- Issues with data protection – data protection officer (Headteacher)
- Concerns about safeguarding - DSL

5. Data protection

5.1 Accessing personal data

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

- Access the data through the One Drive or Google Drive
- Use a device provided by the school

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as their email address (e.g. the SENDCO) 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's 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 are expected to follow the guidance in the Online and Acceptable Use of IT Policy.

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 – with permission from the IT Technician
- Keeping operating systems up to date – always install the latest updates with guidance from the IT Technician.

6. Safeguarding

The school's Child Protection, Staff Safer Code of Conduct and Online and Acceptable Use of IT and Child Protection and Safeguarding: Remote Learning addendum policies reflect the current situation.

7. Monitoring arrangements

This policy will be reviewed every year by Mrs C McGarragh (Deputy Head). At every review, it will be approved by the full governing board.

8. Links with other policies

This policy is linked to our:

- Teaching and Learning Policy
- Attitude and Behaviour Policy
- Child Protection Policy
- Data Protection Policy
- Home School Agreement: Cedars' Live Lessons
- Cedars Live Teaching Privacy Notice Addendum
- Online and Acceptable Use of IT Policy
- Staff Code of Conduct