GREAT CHART PRIMARY SCHOOL

Remote Learning Policy

SEPTEMBER 2024

A Great Place to Discover and Learn

Vision Statement
A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement
Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect
Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

The Senior Leadership Team will consider offering remote learning if the school can't be opened safely, or if pupils are able to learn but are unable to physically attend school for a long period of time **(excluding pupils being on holiday or family days out)**.

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.

Occasions when we decide that opening our school is either:
- Not possible to do safely ie due to weather conditions
- 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 a long term illness preventing them from attending school

- 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)

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

3. Roles and responsibilities

3.1 Teaching Staff

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

When providing remote learning, teachers are responsible for:

- Setting work :
  - Teaching staff will be responsible for setting work for a child or their own class but may on occasions be asked to support other classes or children.
  - Teaching staff will be expected to set English and maths activities alongside other subjects that would be covered in class.
  - If possible, teaching staff should set the work ready for the children to access by first thing in the morning.
  - Teaching staff will set work on Google Classroom
  - Teaching staff should coordinate with their partner teacher, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
  - Clear explanations must be given
  - Teaching staff may direct pupils to lessons using various websites such as BBC Bitesize and Oak National Academy

- Providing feedback on work – cover details like:
  - Teaching staff will provide feedback either verbally or through marking

- Keeping in touch with pupils who aren't in school and their parents:
  - Teaching staff will stay in contact with pupils via the Google Classroom and GMail. If pupils do not seem to be accessing their work then teachers must try and contact parents to discuss any issues. If contact cannot be made this must be logged on CPOMS as a cause for concern and a home visit may be actioned.
  - Teaching staff may make telephone calls to pupils to speak to them during long periods of absence.
  - As an alternative to a phone call, teachers can use Google Meet to speak to individual children. They must ensure the child's adult is there too.
  - Any complaints or concerns should be handled by following guidance in our Child Protection Policy or Complaints Policy.

- If holding live virtual meetings then staff should-:
  - Be dressed appropriately.
  - Choose a suitable location taking into account the background/noise etc

If teachers are also working in school, then the children accessing remote learning will need to be aware of this and any queries may need to be answered at break or lunchtimes. Where possible the same work should be set that will be covered in class.

When providing remote learning during a lockdown or for a large number of pupils (when teachers are not teaching in school), teachers must be available between normal school hours of 8.20am and 3.10pm.

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.

3.2 Senior Leaders

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)
● 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
● 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 – specify if you will do this on your website or via email
● Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.3 Designated safeguarding lead (DSL)

The DSL is responsible for ensuring contact is made with families. If any concerns are raised the Child Protection Policy will be followed.

3.4 IT staff

IT staff are 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

3.5 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 (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, include those here
- Be respectful when making any complaints or concerns known to staff

3.6 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. Types of remote learning

There are a number of different types of activities pupils will be asked to complete. Initially this could be:

- Reading, times tables, keeping a diary, choosing activities from Oaks Academy

If remote learning continues for a longer length of time the above activities will continue but also google classroom will be used to complement remote learning.

5. 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 paired teacher, phase leader, relevant subject lead
- Issues with behaviour – talk to the relevant head of phase
- 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

6. Data protection

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

7. Safeguarding

The Child Protection Policy will continue to be followed.

8. Monitoring arrangements

This policy will be reviewed annually

9. Links with other policies

This policy is linked to our:
    Behaviour policy
    Child protection policy
    Data protection policy and privacy notices
    Home-school agreement
    ICT and internet acceptable use policy
    Online safety policy