St Catherine's
CE PRIMARY SCHOOL

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 3.25pm.

Staff that are unable to work for any reason during this time, for example due to sickness or caring for a dependent, 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 are also responsible for:

Guidelines for Setting Work

1. Responsibility for Providing Work

- Class teachers are responsible for providing work for their own class and their partner year group class if necessary.

2. Amount of Work to Be Provided

- **Reception:**
  - 2 hours of work per day.
- **Key Stage 1 (KS1):**
  - An average of 3 hours of work per day across the cohort.
- **Key Stage 2 (KS2):**
  - 4 hours of work per day.

3. Timing for Setting Work

- All work should be set and ready for access by **9:00 AM** on the day.

4. Platforms for Sharing Work

- Work should be uploaded either:
  - On the **class pages** of the school website, or
  - On the **Google Classroom platform**.

5. Quality of Work Provided

- Work must be:
  - **High quality:** Meaningful, ambitious, and designed to engage students.
  - Covering an appropriate range of subjects.

6. Consideration for Individual Needs

- **For Pupils with SEND or Additional Needs:**
  - Adapt work to meet their specific requirements.
  - Provide appropriate support to enable meaningful participation.
- **For Families and Carers:**
  - Consider the level of adult involvement required for each activity.
  - Ensure tasks are manageable, given the varying levels of support available at home.
  - Account for whether pupils have a suitable place to study and provide alternatives where necessary.

By following these guidelines, teachers will ensure that remote education remains accessible, effective, and inclusive for all pupils.

Guidelines for Remote Education Support

1. Providing Feedback on Work

- **Submission of Work:**
  - Pupils should return completed work via the **Google Classroom platform**.
- **Teacher Feedback:**
  - Teachers will review and provide feedback in the form of:
    - A completed mark, or
    - Written comments where necessary, offering constructive guidance to support learning.

2. Keeping in Touch with Pupils and Parents

- **Regular Communication:**
  - Teachers will make **fortnightly safe and well phone calls** to check on the welfare and progress of pupils not attending school.
- **Age-Appropriate Support:**
  - Communication should reflect the age and stage of development of pupils:
    - **KS1 or younger pupils:** Greater involvement and communication with parents/carers due to the higher level of support required.
    - **KS2 pupils:** Direct communication may be more appropriate, with parental awareness.
- **Handling Concerns:**
  - Teachers should address any **complaints or concerns** raised by parents or pupils promptly.
  - For any **safeguarding concerns**, follow the school's safeguarding procedures immediately, consulting the designated safeguarding lead (DSL) or deputy DSL.

3. Attending Virtual Meetings

- **Dress Code:**
  - Staff should wear **smart casual attire** that is professional and appropriate for virtual meetings.
- **Location:**
  - Attend meetings from a location that:
    - Minimises background noise.
    - Avoids inappropriate or distracting backgrounds.
  - Consider using a virtual background if needed, ensuring it is neutral and professional.
- **Professional Conduct:**
  - Maintain a courteous and professional tone in all virtual interactions with staff, parents, carers, and pupils.

3.3 Subject leads

The term **'subject lead'** refers to any individual coordinating subject provision across the school. In addition to their teaching responsibilities, subject leads are tasked with the following:

- **Adapting the Curriculum:**
    - Evaluating whether any elements of the subject curriculum need adjustment to accommodate remote learning.
- **Supporting Teachers:**
    - Collaborating with teachers delivering remote lessons in their subject to ensure that all work set is appropriate, consistent, and aligned with the curriculum.
- **Cross-Subject Coordination:**
    - Working with other subject leads and senior leaders to ensure:
        - Remote learning work across all subjects is cohesive and manageable for pupils.
        - Deadlines are appropriately spaced to avoid overwhelming students.
- **Monitoring Work:**
    - Overseeing the quality and relevance of remote work set by teachers in their subject. This may involve:
        - Regular meetings with teachers to review plans and progress.
        - Reviewing the work uploaded or assigned to pupils.
- **Resource Sharing:**
    - Identifying and sharing useful resources to support effective remote teaching in their subject area.
- **Using Online Video Lessons:**
    - Making informed decisions about incorporating online video lessons, such as those from the **Oak National Academy**, to enhance remote learning delivery.

3.4 Senior leaders

SLT have ooverarching 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 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 the following:

- **Coordinating Remote Learning:**
    - Overseeing the school's remote learning strategy to ensure a cohesive and effective approach.
- **Monitoring Effectiveness:**

    - Regularly assessing the impact of remote learning by:
        - Holding meetings with teachers and subject leaders.
        - Reviewing the quality of work set.
        - Gathering feedback from pupils and parents/carers.
- **Ensuring System Security:**
    - Monitoring the security of remote learning systems, with attention to data protection and safeguarding requirements.
- **Staff Training and Confidence:**
    - Supporting staff to remain skilled and confident in using online education platforms.
    - Providing training on accessibility features available in the chosen digital platforms to ensure inclusivity.
- **Parent and Pupil Communication:**
    - Sharing information about remote education with parents/carers and pupils through the school website, emails, or other communication channels.
- **Free School Meals Support:**
    - Collaborating with the catering team to provide pupils eligible for benefits-related free school meals (FSM) with high-quality lunch parcels or food vouchers.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for the safeguarding and child protection in the school.

3.6 IT staff

IT staff are responsible for:

- **Resolving System Issues:**
    - Addressing and fixing problems with systems used to set and collect work.
- **Providing Technical Support:**
    - Assisting staff and parents/carers with any technical difficulties they encounter.
- **Ensuring System Security:**
    - Regularly reviewing the security of remote learning systems and promptly reporting any data protection breaches to the Data Protection Officer (DPO).
- **Supporting Access:**
    - Helping pupils and parents/carers gain access to the internet or devices needed for remote learning.

3.7 Pupils and Parents/Carers

Expectations for Pupils Learning Remotely:
Staff can expect pupils learning remotely to:

- Be **contactable** during the school day, though they may not always be in front of a device the entire time.
- **Complete work** by the deadlines set by teachers.
- **Seek help** from teachers or teaching assistants if needed.
- **Alert teachers** if they are unable to complete work due to any challenges.
- **Follow the school's behaviour and conduct rules**, including any specific online behaviour guidelines where applicable.

Expectations for Parents/Carers of Pupils Learning Remotely:
Staff can expect parents/carers with children learning remotely to:

- **Engage with the school** and support their children's learning, establishing a routine that mirrors the normal school day as much as possible.
- **Inform the school** if their child is sick or otherwise unable to complete assigned work.

- **Seek help from the school** if needed, including reaching out for resources or support for their child's learning or wellbeing.
- **Be respectful** when expressing complaints or concerns to staff, fostering a constructive dialogue.

3.8 Governing Board
The governing board is responsible for:

- **Monitoring the school's remote learning approach** to ensure that the education provided remains of the highest quality possible.
- **Ensuring the security** of remote learning systems, with a focus on both data protection and safeguarding.

4. Who to Contact
If staff have any questions or concerns about remote learning, they should contact the following individuals:

- **Issues in setting work** – Speak with the **Curriculum Leader**.
- **Issues with behaviour** – Speak with the **Headteacher** or **Deputy Headteacher**.
- **Issues with IT** – Speak with the **School IT Technician**.
- **Issues with workload or wellbeing** – Speak with your **Phase Leader**.
- **Concerns about data protection** – Speak with the **School Business Manager**.
- **Concerns about safeguarding** – Speak with the **Designated Safeguarding Lead (DSL)** or **Deputy DSL (DDSL)**.

5. Data Protection

5.1 Accessing Personal Data
When accessing personal data for remote learning purposes, all staff members must:

- Access information via the **Google Drive**.
- Only access school data using **school-issued devices**, not personal devices.

5.2 Processing Personal Data
Staff are reminded to **collect and share as little personal data as possible** online. They must also ensure they are fully aware of their responsibilities regarding data protection, in line with the school's policies and procedures.

5.3 Keeping Devices Secure
All staff members must take appropriate steps to keep their devices secure, including but not limited to:

- **Password-protecting devices** with strong passwords, comprising at least 8 characters and a mix of upper and lower-case letters, numbers, and special characters (e.g., * or $).
- **Encrypting the hard drive**, ensuring that if the device is lost or stolen, the files remain inaccessible by connecting the hard drive to another device.
- Ensuring the device **locks automatically** after a period of inactivity.
- Not **sharing the device** with family or friends.
- **Installing antivirus and anti-spyware software** to protect against malicious attacks.
- **Keeping operating systems up to date** by installing the latest software updates.

6. Safeguarding

All staff should follow the school's safeguarding policy and procedures.

7. Monitoring arrangements

This policy will be reviewed every 3 years by the headteacher. At every review, it will be approved the management committee.