

Remote Learning Policy

Priory Primary School



Priory Primary School
At the heart of the community

Title	Remote Learning Policy
Status	AGREED
Ratified Date	25/11/24
Ratified by	Governing Board
Review Cycle	Annually
Review Date	Autumn 2025

1. Aims

This remote learning policy aims to:

- Ensure the ethos of Priory Primary School's teaching, learning and pastoral care remains at the heart of what we do, even when remote learning is required
- Ensure consistency in the approach and quality of remote learning for all pupils who aren't in school
- Provide clear expectations for all members of the school community with regards to remote learning
- Support effective communication between school and families
- Provide appropriate guidelines for data protection

2. Use of remote learning

2.1 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.

2.2 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

2.3 The school will consider providing pupils with remote education on a case-by-case basis.

2.4 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

2.5 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 8.55am and 3.25pm (to include a hour lunch break), and maintain all aspects of the professional code of conduct, including dress code expectations.

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 are also responsible for:

Setting work:

- Regular learning activities that continue the learning sequence of the curriculum plan
- Make sure that work provided is of high quality, meaningful, ambitious and cover an appropriate range of subjects
- The class teacher has the discretion to set / release tasks at a pace that will best motivate and engage pupils, taking care not to overwhelm families
- Resources will be uploaded onto the appropriate platform

Providing feedback on work:

- Provide feedback, rather than 'marking'
- Where a small number of individual pupils are accessing remote learning, individual feedback should be provided
- When a larger group or whole class are remote learning, feedback should be provided during the online lesson

Keeping in touch with pupils who aren't in school:

- Ensure that there is contact and engagement from every pupil and be proactive in finding an alternative method of communication if a pupil has not accessed their learning for 2 days
- Respond to parent queries within 24 hours unless this would require contact after work hours, in which case the following morning is perfectly acceptable

- Report any safeguarding concerns as detailed in the Child Protection Policy
- Maintain and communicate high expectations of positive learning behaviour

3.2 Teaching Assistants (including HLTAs)

The Teaching Assistants should:

Be available during their normal contract hours

Complete tasks as directed by the class teacher or a member of SLT which may include

- supporting pupils with their remote learning
- delivering learning activities in class under the direction of the Class Teacher

If the Teaching Assistant is 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.

Those whose role it is to support specific pupils, may be required to do so through remote technology, and in the case of the whole school working remotely, will be provided with the resources to do so securely from home.

3.3 Subject Leaders / co-ordination responsibilities

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
- 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

3.4 Senior Leadership Team

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 across the school, including monitoring pupil / family engagement, and supporting where possible with hardware and connectivity
- Identifying pupils for additional support
- Monitoring the effectiveness of remote learning – through regular discussion with teachers, reviewing work set or seeking feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring that the school has adequate insurance to cover all remote working arrangements

3.5 Designated Safeguarding Lead

The DSLs (*Juliet Fraser and Paula Wakeling*) are responsible for maintaining a safe environment for pupils and responding to all safeguarding concerns. See the school's Child Protection Policy for details.

3.6 SENDCo

The SENDCo (*Natasha Wilde*) will ensure that the resources used for remote learning are accessible to all pupils and that reasonable adjustments are made where required.

They are also responsible for:

- Monitoring the provision for pupils with an EHCP and support Class Teachers / Teaching Assistants to provide continuity of support and care
- Continuing to liaise with outside agencies in support of pupils with SEND

3.7 IT Technicians

IT technicians (*Partnership Education*) 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 (*Sardis Barkat*)
- Assisting pupils and parents with accessing the internet or devices

3.8 Pupils and Parents / Carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they may not always have access to a device
- Complete work to the deadline set by teachers
- Seek help if they need it, from their class teacher
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour / conduct rules of the school, particularly those relating to online safety and etiquette

Staff can expect parents 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, allowing 1 working day for a response from the class teacher
- Alert school staff if they have problems with hardware or with internet connectivity
- Be respectful when raising concerns with school staff

3.9 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education and pastoral care 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

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

Issues in setting work – Paula Wakeling and Natasha Wilde

Issues with behaviour – Liam Walsh and Juliet Fraser

Issues with IT – raise with Paula Wakeling for Partnership Education's attention

Issues with their own workload – Paula Wakeling / Juliet Fraser

Issues with their own well-being – Mental Health First Aiders: Natasha Wilde, Chloe Morgan, Sade Lyn

Concerns about data protection – Sardis Barkat

Concerns about safeguarding – Juliet Fraser / Paula Wakeling

5. Data protection

5.1 Accessing and Processing Personal Data

When accessing personal data for remote learning purposes, all staff members are covered by the parental agreement to share information via SeeSaw and should use this platform in all but exceptional circumstances.

Only devices provided by the school will be used for this purpose other than in the exceptional circumstance that a Class Teacher or Senior Leader needs to use a personal mobile phone, in which case they will:

- Use the privacy settings to hide their personal number from a caller ID feature
- Immediately delete any incoming / outgoing call or message records to pupils and families

Even when using school devices, 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.

5.2 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 securely at school or at home, and not left in other buildings or in vehicles at any time, no matter the level of security
- 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Ensuring the antivirus software installed by Partnership Education is apparent and active

6. Safeguarding

This policy should be read in conjunction with the school's Child Protection Policy

7. Monitoring arrangements

This policy will be reviewed annually and approved by the Governing Board.

8. Links with other policies

This policy is linked to our:

- Child Protection Policy
- Behaviour policy
- Data protection policy and privacy notices
- eSafety and Acceptable Use Policy
- Staff Code of Conduct