Remote Learning Policy

Tower Hill Primary School 2024/2025

Contents

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:

  o Not possible to do safely

  o 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 an infectious illness

  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) or a mental health issue.

> Occasions when individual pupils are on agreed reduced hours provision. When this is the case, we will consider liaison with outside agencies who may be able to support with the earliest possible return to school.

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 plan (EHCP) 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 in the case of a whole class closure or school lockdown, teachers must be available between 9.00am and 3.20pm.

If a teacher is unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure in order that other arrangements can be made to provide remote learning in their absence.

When providing remote learning, teachers are responsible for:

> Providing pupils with access to remote learning as soon as reasonably practicable but within 48 hours of the child's first day of absence.

> Making sure that work provided during periods of remote learning is of high quality, meaningful, ambitious and covers an appropriate range of subjects.

> Making reasonable adjustments for pupils with SEND to access remote learning, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.

> Considering the needs of individual pupils' families or carers, including how much adult involvement is needed for each activity and whether pupils have a suitable place to work.

> Coordinating with other teachers to ensure consistency across the year group/subject and to make sure that pupils with limited access to devices can still complete work.

> Recording attendance of pupils and reporting this to SLT.

> Reporting any safeguarding concerns through My Concern in line with school policies and procedures.

Setting work for pupils:

> Teachers must work alongside their year partner to set appropriate work for year group/class and to ensure consistency across the year group.

> Work must be uploaded onto SeeSaw by 8.30am on the first day (within 48 hours of first day of absence). On subsequent days, work must be uploaded by 6pm the evening before to give parents time to prepare for the next day's home learning.

> Each day, children should have access to core and foundation subjects which are appropriately pitched to ensure learning is appropriate for all.

> For individual children who are absent from school, work will be uploaded to SeeSaw within 48 hours of first day of absence and will complement the learning taking place by other children in school.

> For children who cannot access SeeSaw, a hard copy must be made available and arrangements made with the family so that children can access the learning.

Providing feedback on work:

> Teachers must respond to children's remote learning (whether for individual pupils, whole class or whole school closure) within 48 hours of work being uploaded/complete. Teachers are only expected to respond to work during the working school day.

> Teachers should communicate with parents when relevant which could be to support with home learning or to discuss reasons for home learning not being completed.

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

> Communication can take place through SeeSaw when providing feedback on pupils' work.

> Parents will have access to the class email address to communicate any worries or ask any questions related to the home learning being set. Teachers are only expected to respond to emails during the working school day.

> If a child is not responding or completing their remote learning, teachers will make contact with the family via a phone call to see if any support is needed and to check on the welfare of the child.

> Teaches must record any safeguarding concerns that they have using MyConcern and notify the DSL immediately.

Attending virtual meetings with staff, parents/carers and pupils:.

> Any meetings that need to take place, should be scheduled in agreed working hours on week days

> Teachers must wear appropriate clothing as set out in the staff handbook

> Meetings should be held in a suitable place with minimum background noise and with an appropriate, neutral backdrop.

3.2 Learning Support Assistants

When assisting with remote learning, LSAs must be available during their normal agreed working hours during week days. If an LSA is unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure in order that other arrangements can be made in their absence.

When assisting with remote learning, LSAs are responsible for:

> Supporting pupils to learn remotely under direction of the class teacher by supporting the teacher to provide appropriately pitched and scaffolded work.

> Printing/photocopying hard copies of work for pupils who may not be able to access SeeSaw.

> Supporting the class teacher to provide appropriate feedback to children through SeeSaw.

> Attending meetings with teachers, parents and pupils as required within normal working hours ensuring appropriate clothing is worn and meetings take place in an appropriate space. Any meetings that need to take place, should be scheduled in agreed working hours on week days

3.3 Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

> Supporting class teachers to adapt the subject curriculum to accommodate remote learning and to ensure that work set is appropriate and consistent.

> Monitoring work set by class teachers in their subject to ensure that it is being taught across all key stages.

> Ensuring teachers have access to relevant resources that they can use to teach their subject remotely.

3.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders should make sure staff continue to be trained and are confident in the use of SeeSaw so that it can be used to deliver remote learning for all pupils.

Senior Leaders should also continue to overcome barriers to digital access where possible for pupils by:

> Where appropriate and possible, distributing school-owned laptops accompanied by a user agreement or contract

> Securing appropriate internet connectivity solutions where possible

> Providing printed resources 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

Senior Leaders 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 including data protection and safeguarding considerations

> Providing information to parents/carers and pupils about remote learning via the school website and Arbor

> Working with Clever Chefs and the school Business Manager to ensure that pupils eligible for free school meals are provided with good quality lunch parcels/food vouchers.

3.5 Designated Safeguarding Lead (DSL/DDSL)

The DSL is responsible for:

> Ensuring that they are available during working hours to respond to any safeguarding queries or concerns.

> Ensuring that at least one DSL/DDSL is on site at all times during school hours

> Updating, managing and monitoring My Concern

> Liaising with outside agencies to ensure safeguarding remains paramount at all times

> Reporting any safeguarding concerns in line with school policies and procedures

3.6 School Business Manager, Office/Administration Staff and Pastoral Team

The Business Manager, Administration Staff and Pastoral Team are responsible for:

> Accessing and responding to admin emails, phone calls, sending emails and texts

> Liaising with senior leaders to support parents with fixing issues with technology

> Supporting with the delivery and collection of work packs for children who can't access SeeSaw

> Reviewing the security of remote learning systems and flagging any data protection breaches

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

> Be contactable during the school day

- Complete work to the deadline set by class teachers
- Seek help if they need it, from teachers and LSAs
- Contact teachers and let them know if they can't complete work
- Act in accordance with Tower Hill's Behaviour and Relationships Policy

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is unwell and therefore unable to complete remote learning.
- Support their child to access, complete and upload remote learning, providing a suitable place for children to be able to focus on their learning.
- Seek help from the school if they need it by contacting the school office or via the class email
- Be respectful when contacting school staff for any reason

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains consistent, of high quality and in line with any DfE and Hampshire guidance.
- Ensuring 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 with setting work – Relevant subject leader and/or year partner
- Issues with behaviour – Member of SLT and/or SENDCo
- Issues with IT – Computing Lead and/or contact Harrap
- Issues with workload/wellbeing – Member of SLT/trusted colleague
- Concerns about data protection – DPLO (Clare Down)
- Concerns about safeguarding – DSL or DDSL

5. Data protection

5.1 Accessing personal data

In keeping with data protection principles, only the minimum personal data required to enable the operation and delivery of remote learning will be processed.

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

- Access the data in SeeSaw using school owned devices, especially where files are being downloaded that may contain information that will identify an individual.
- Where a school device is not available, staff must ensure that there session is closed/that they have logged out in order to prevent anybody else accessing the account.

5.2 Processing personal data

- Staff members are not required to collect and/or share data such as personal emails (personal emails should not be used – staff must only communicate with parents via the class email address, the admin email address or by phone ensuring their own phone number is withheld if this call cannot be made from a school phone) as part of the remote learning system.

> The school will follow its data protection policy / privacy notice in terms of handling data.

> 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.

> Staff are to maintain professional conduct, boundaries and behaviours at all times with remote learning.

> Staff are not to provide or share personal data online, this includes in written, spoken or visual forms (via recordings).

5.3 Keeping devices secure

All staff members will take appropriate steps (supported by Harrap/IT Support) 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

6. Safeguarding

All Tower Hill staff will follow all safeguarding procedures and policies and ensure that safeguarding remains paramount at all times.

7. Monitoring arrangements

This policy will be reviewed annually by Headteacher/Deputy Headteacher. At every review, it will be reviewed by the teaching staff and approved by the Governing Body.

8. Links with other policies

This policy is linked to our:

> Behaviour and Relationships Policy

> Child protection Policy

> Data Protection Policy

> Home-school Agreement

> ICT and Internet Acceptable Use Policy

> Online Safety Policy