Remote Learning Policy

East Hunsbury Primary School

Approved by:	Governors	**Date:** 17th March 2025	
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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:

    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

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 08:30am and 3:30pm. This is the time when children are taught within the classroom setting. The teacher may also be available for up to one hour after this time to meet with families or the child regarding their learning but this would be at an agreed time so that it does not clash with the teacher's additional commitments e.g. staff meetings or clubs. In some circumstances, there will need to be some understanding that the teacher may be blended learning/teaching e.g. still teaching a class whilst providing for a child learning remotely. In cases such as this, a weekly timetable will be provided in advance to show the teacher's availbility. It might be that the class teacher streams some lessons and sets others to be completed remotely e.g. via Oak Academy.

If the teacher 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.

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:

- Any member of their class or year group in the absence of a partner teacher.
- Where appropriate and practical the teacher should set:

- 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children

- 4 hours a day for KS2

- 5 hours a day for KS3 and KS4

- Work should be set by 5pm the day before by uploading it to Class Dojo or Teams (depending on the age of the child). Some work may be paper based and, if this is the case, the teacher should ensure that the family have access to a printer. If not, they should make arrangements for the work to be collected or posted.

- When necessary the teacher should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

Providing feedback on work via online systems:

- Children will be asked to upload work and the teacher will provide feedback either remotely via a video or through Teams or Class Dojo. There are other ways e.g. forms etc that would allow more instant feedback.

Keeping in touch with pupils who aren't in school and their parents:

- Teachers are expected to keep in touch with the child's families. The amount of contact will be dependent on whether they are providing for a single child, group or class. The amount and type of contact will be agreed with the Senior Leadership Team.

- Teachers will be expected to answer emails, messages and calls within their working hours only.

- Teachers will be expected to follow the school's Safeguarding procedures and processes and raise any concerns with a DSL. Similarly, if a child presents behavioural challenges including not completing work, advice should be sought from the Senior Leadership Team.

- How to handle any behavioural issues, such as failing to complete work

- Teachers will be expected to attend meetings vitrually if needed. This includes parents meetings or staff meetings. It is expected that they would dress professionally, as they would if they were in school.

- If a teacher is working remotely and not in school, they must be in a space with a plain background, limited to no noise and without disruption.

3.2 Teaching Assistants

When assisting with remote learning, Teaching Assistants must be available during their typical working 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 will work under the guidance of the teacher and may undertake activities such as: taking the register, working with small groups, supporting a child or preparing resources. They will be expected to liaise closely with the teacher to ensure that they are aware of the procedures and processes and their role.

Like with teachers, Teaching Assistants will be expected to dress professionally, as if they would in school, and if working off-site they must be in a space with a plain background, limited to no noise and without disruption.

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 Academy

3.4 Senior leaders and Phase leaders

The Headteacher, with the Senior Leadership team, has 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 are also responsible for:

- 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.

- Overseeing the welfare of children and whether they have the resources, a suitable environment and devices they need in order to be able to access remote learning.

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

- Attempting to secure 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 online digital education platforms

- Training staff on relevant accessibility features that the digital platform has available

- Providing information to parents/carers and pupils about remote education which will be shared on the school's website

- 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

3.5 Designated safeguarding lead (DSL)

The DSL (Lucy Boswell - AHT) is responsible for overseeing the safeguarding of children during any period of remote learning. They will meet with the Safeguarding Team to discuss the welfare, safety and logisitcs of remote learning for individual pupils. When necessary, external advice maybe taken e.g. from MASH, Hospital Outreach or social care. The Safeguarding policy will be applied.

3.6 IT staff – Computing Lead and Ark

The Computing Lead will work closely with Ark to be 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 – taking into consideration that children 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 including the school's behaviour policy

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 and abide by the Parent Code of Conduct

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 in setting work – talk to the relevant subject lead or SENCO

- Issues with behaviour – talk to the relevant phase leader or AHT

- Issues with IT – talk to Computing Lead or raise a ticket with Ark

- Issues with their own workload or wellbeing – talk to your line manager or Headteacher

- Concerns about data protection – talk to the Data Protection Officer

- Concerns about safeguarding – talk to the DSL or a member of the Safeguarding team

5. Data protection

5.1 Accessing personal data

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

- Access data, via a secure cloud service e.g. Arbor or a server in the school's IT network

- Use a school device with Microsoft Authenticator on and not a personal device

- Be vigilant and careful when sending and receiving emails. Use Egress when sending personal or secure information.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as names, addresses or DOBs 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.

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 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)

- Installing the Microsoft Authenticator

- Making sure the device locks if left inactive for a period of time

- Not sharing the device among family or friends

- Working with Ark to:

  o Install antivirus and anti-spyware software if necessary

  o Keep operating systems up to date

6. Safeguarding

- Whilst undertaking remote learning, all children will be subject to our Safeguarding policy and procedures which staff can find in their documents on the Every online platform. For any questions about Safeguarding whilst learning remotely, staff should contact the DSL, Lucy Boswell.

7. Monitoring arrangements

This policy will be reviewed every 3 years by the Headteacher. At every review, it will be approved by the full governing board.

8. Links with other policies

This policy is linked to our:

- Behaviour policy

- Parent Code of Conduct

- [Safeguarding and Child Protection policy](#)

- [Data breach policy and privacy notices](#)

- [Home-school agreement](#)

- ICT and internet acceptable use policy

- Online safety policy

which can all be found within the document library on Every or on our website. Paper copies can be available on request from the school office office@easthunsburyprimary.org