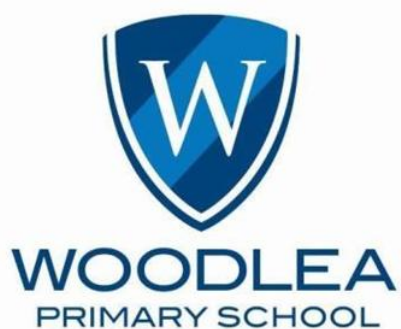




Woodlea Primary School Remote Education Policy

Reviewed by	SLT & Governing Body
Reviewed in	November 2023 <u>January 2026</u>
Status & Review Cycle	Annually
Next Review date	November 2024 <u>January 2027</u>

Contents

1. Aims	
2. Use of remote learning	3
3. Roles and responsibilities	4
4. Data protection	8
5. Safeguarding	9
6. Monitoring arrangements	9
7. Links with other policies	9

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.

3.0 Roles and Responsibilities:

3.1 Teachers:

When providing remote learning, teachers must be available for their normal teaching day 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 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 appropriate amount of learning:

- 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
- This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study

Guidance for the content of the provision:

Format 1: Individual provision not linked to a school closure. See above where these circumstances would apply. This will be arranged through discussion with the parents and be related to age, stage and need.

Subject	Content	Expectation
Reading	Daily phonics or reading comprehension	30 minutes a day
	Individual reading	30 minutes a week
Writing	As closely aligned to lessons in class as possible	One hour a day
Maths		One hour a day
Wider Curriculum		One hour a day (KS1) Two hours a day (KS2)

Format 2: Whole class provision where an unavoidable school closure has taken place of an extended period of time.

Subject	Content	Expectation
Reading	Daily phonics or reading comprehension	30 minutes a day
	Individual reading	30 minutes a week
Writing	Lessons recorded by teachers.	One hour a day
Maths	Maths Lessons from White Rose.	One hour a day
Wider Curriculum	Lessons from a variety of sources that ensure continuity in the curriculum.	One hour a day (KS1) Two hours a day (KS2)

Access to the learning:

- Work will either be placed on the website or virtual learning platform (Microsoft Teams), emailed to parents or parents given hard copies. This will be depend on the circumstances.

Providing feedback on the learning:

- Communication with parents / children will take place weekly via an agreed method: for example: telephone, email or virtually through the chosen remote learning platform (Microsoft Teams).

Dress code and conduct during virtual meetings:

- Staff will abide by the school code of conduct when conducting virtual meetings.

3.2 Teaching Assistants:

When assisting with remote learning, teaching assistants will be available their normal teaching 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.

Will support teachers in the facilitation of remote learning.

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.
- Monitoring the remote work set by teachers in their subject
- 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 leaders

The Headteacher and AHT for Curriculum have 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.
- Work with staff to overcome barriers to access remote learning
- Should have systems for checking 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
- Working with the local authority to ensure pupils eligible for benefits-related free school meals (FSM) are provided with food vouchers

3.5 Designated safeguarding lead (DSL)

DSL are responsible for ensuring that concerns about children are communicated according to the schools Safeguarding Policy ([insert link](#))

Regular checks or home visits to take place to ensure children are safe according to schools' policy.

3.6 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 staff, pupils and parents/carers with accessing the internet or devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- 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:

Insert details, such as:

- 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

3.8 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. Data protection

4.1 Accessing personal data

Staff will follow the school's policy on Data Protection and accessing personal data (insert link) GDPR section on Website.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure as set out in the Data Protection Policy and Device Agreement Policy (GDPR section on Website)

- 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

5. Safeguarding

- Staff will follow the same procedures for safeguarding.
- In addition, if home welfare visits will be arranged or telephone calls made to check up

on the welfare if remote education is taking place for an extended period of time.

- Refer to school safeguarding policy.

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

DRAFT