



Federation of Kymbrook & Thurleigh Primary Schools

*Working in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning.*

Remote Learning Policy

Excellence – Enjoyment – Enrichment – Equality

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Next Review Date:	July 2025

Introduction

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

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.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 8.50am and 3.30pm.

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 and provide feedback in a timely manner.
- ◆ 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.

Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal 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 are responsible for:

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- ◆ Consider whether any aspects of the subject curriculum need to change to accommodate remote learning and communicate with colleagues regarding this.
- ◆ 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

SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- ◆ Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Executive Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IPPs.
- ◆ Identifying the level of support.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible digital platform for:

- ◆ Co-ordinating the remote learning approach across the school – if you've assigned 1 member of staff to lead on this, highlight them here
- ◆ Monitoring the effectiveness of remote learning – explain how they'll do this, such as 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

Designated safeguarding lead (DSL)

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

School Business managers

- ◆ Ensuring value for money when arranging the procurement of equipment or technology.
- ◆ Ensuring that the school has adequate insurance to cover all remote working arrangements.

IT staff

- ◆ 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

Pupils and parents/carers

Staff can expect pupils learning remotely to:

- ◆ Access and contribute to daily online lessons
- ◆ Complete work to the deadline set by teachers
- ◆ Seek help if they need it, from teachers or teaching assistants
- ◆ Alert teachers if they are unable to complete work

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

- ◆ Make the school aware if their child is sick or otherwise can't complete work
- ◆ Support their child to access their remote learning to the best of their ability.
- ◆ 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

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

Who to contact

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

- ◆ If staff have any questions or concerns about remote learning, they should contact the Headteacher in the first instance.
- ◆ Concerns about data protection – talk to the Headteacher/Chair of governors
- ◆ Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, staff members who have access to SIMs will access the data needed and share with only those who require it in line with GDPR regulations.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers 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 advice from Bedford Borough.

However, staff are reminded to collect and 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.

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)
- ◆ 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
- ◆ Ensure passwords are rigorous
- ◆ Keeping operating systems up to date and install the latest updates

Monitoring arrangements

This policy will be reviewed biennially by the Head Teacher. At every review, it will be approved by the full governing board.

Links to other policies/documents

This policy is linked to our:

- ◆ Positive Behaviour Policy
- ◆ Child Protection and Safeguarding Policy
- ◆ E-safety & Pupil Acceptable Use Policy
- ◆ Staff Code of Conduct
- ◆ Curriculum Policy