

# Remote learning policy

HOLY SOULS CATHOLIC PRIMARY SCHOOL



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| Approved by:        | Canon J Veasey | Date: 28/10/22 |
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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.

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

## 3. Roles and responsibilities

### 3.1 Teachers

When providing remote learning, teachers must be available in expected school hours as outlined in contracts.

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

- In light of needing to use Cover / Supply staff are responsible for providing work for, including if they may need to cover for other classes
- The amount of work they need to provide – note that good practice is considered to be:
  - 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
- Where work should be uploaded (e.g. school website, our remote learning platform)

### › Providing feedback on work:

- Staff will access the school platform to access completed work from pupils
- Staff will provide feedback with pupils using the agreed format

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

- Regular contact (to be agreed depending on reason for Remote Learning to take place) via phone calls and Class Dojo.)
- Class Dojo available 8am - 4:30pm daily.
- Telephone calls – initial contact via School Office.
- Complaints or concerns shared by parents and pupils to be shared with SLT. For any safeguarding concerns, refer teachers to the section below
- Behavioural issues, such as failing to complete work to be shared with parents followed by informing and assistance of SLT.
- Morning log on to provide pupils with opportunities for regular interaction with teachers and peers including shared planned Collective Worship activities e.g virtual assembly.

### › Attending virtual meetings with staff, parents and pupils:

- Dress code as required on a school day.
- Locations avoid areas with background noise, nothing inappropriate in the background.

## 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available in expected school hours as outlined in contracts.

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:

### › Supporting pupils who are in school as directed by SLT and Line Manager and Class Teachers.

- Guidance on the day / during the period will be given regarding Which pupils they'll need to support
- How they should provide support

### › If requested to attending virtual meetings with teachers, parents and pupils:

- Dress code as required on a school day.
- Locations avoid areas with background noise, nothing inappropriate in the background.

## 3.3 Subject leads/SENDCo

Alongside their teaching responsibilities, subject leads and SENDCo 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 in liaison with the Remote Learning Leader.
- › Alerting teachers to resources they can use to teach their subject remotely.

### **3.4 Senior leaders**

The Remote Learning Leader and Lead DSL 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 confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by:

- › 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 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
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **3.5 Designated safeguarding lead (DSL)**

The Lead DSL is responsible for:

See Safeguarding and Child Protection Policy 2022 (<https://www.holysoul.bham.sch.uk/pdfs/policy-safeguarding.pdf>)

### **3.6 IT staff**

IT staff are responsible for:

- › Fixing issues with systems
- › 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
- › Assisting pupils and parents with accessing the internet or devices

### **3.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- › Be contactable during the school day
- › 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 day.

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 – 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. 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 SLT or SENDCO
- › Issues with behaviour – talk to the SLT
- › Issues with IT – contact IT Support
- › Issues with their own workload or wellbeing – talk to their line manager or SLT
- › Concerns about data protection – talk to the data protection officer
- › Concerns about safeguarding – talk to the Lead DSL

## **5. Data protection**

### **5.1 Accessing personal data**

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

- › Access the data, such as on a server in the school IT network
- › Use staff allocated devices e.g laptops, Chromebooks.

### **5.2 Processing personal data**

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

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)
- › 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**

See Safeguarding and Child Protection Policy 2022 (<https://www.holysoul.bham.sch.uk/pdfs/policy-safeguarding.pdf> )

## **7. Monitoring arrangements**

This policy will be reviewed annually by the Remote Learning Leader and Lead DSL and presented annually to the Local GB. At every review, it will be approved by the Local GB.

## **8. Links with other policies**

This policy is linked to our:

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