

Woodsetton School



Remote Learning Policy

This policy was reviewed and updated in April 2023

The next anticipated review date will be September 2024

c/o The Woodsetton School, Tipton Road, Dudley, West Midlands DY3 1BY
Tel: 01384 818265 Email: info@woodsetton.dudley.sch.uk

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

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.

An initial meeting with a member of the Senior Leadership team and parents will initially take place to establish the needs of the family via telephone or with a home visit. This will establish the level of support needed.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between **school 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 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 our pupils 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:

- > **Making it manageable: not overwhelming parents with too many activities and giving clear**
- > **support when sending resources and ideas.**
- > **• Remembering: parents aren't teachers; so not to set the same activities you'd expect pupils to complete in school.**
- > **• Adapting your usual timetable and curriculum, but keep some routines to help structure the**
- > **day at home, and so that parents know what to expect. (Eg. suggesting that children do English**
- > **and Maths activities in the morning and creative activities in the afternoon).**

- > • Setting work with material they're likely to have at home:
- > • Flexibility: making it clear to parents that work and timetables are "suggested" and encourage parents and carers to do the best they can to engage their child.
- > • Examine context and their needs: if you know there will be many children with siblings and all needing to access online resources this can be unmanageable, especially if parents are expected to work at home as well. Paper-based learning packs to balance the online expectations for lessons will support this. How they 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
- > Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects (this may fall under the responsibility of someone else in your school)
 - > 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
- > Providing feedback on work – cover details such as:
 - > How they will get access to completed work from pupils
 - > How they are expected to share feedback with pupils
 - > When they need to finish sharing feedback on completed work
- > Keeping in touch with pupils who aren't in school and their parents (note you should consider pupils' age and stage of development or need here, for example, children in KS1 or younger may need more parental involvement than older pupils) – cover details such as:

- If they're expected to make regular contact, and how they should do that (e.g. what medium or platform to use, such as emails, phone calls or social media)
- What expectations are on them for answering emails from parents and pupils (e.g. you could say teachers shouldn't answer emails outside of working hours)
- How they should handle any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer teachers to the section below
- How to handle any behavioural issues, such as failing to complete work
- How you expect them to provide pupils with opportunities for regular interaction with teachers and peers during the school day
- Attending virtual meetings with staff, parents/carers and pupils – cover details such as:
 - Dress code

Location (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available [insert details of normal working hours here, ensuring the hours stated are consistent with contracts of employment].

[If your school's remote learning hours are different to your normal working hours, highlight your remote learning hours here and ensure this is also reflected in your contracts of employment.]

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. Adapt this if the procedure is different. If it is the same, you may still want to remind staff of the procedure here.

When assisting with remote learning, teaching assistants are responsible for:

Insert details of responsibilities. This could include:

- Supporting pupils who aren't in school with learning remotely – cover details such as:
 - Which pupils they will need to support
 - How they should provide support
- Attending virtual meetings with teachers, parents/carers and pupils – cover details such as:

- > Dress code
- > Location (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.

3.3 Subject leads

We've used the term 'subject lead' here to refer to anyone co-ordinating subject provision across your school, but you may use another term such as 'head of department' or 'head of subject'. You may also want to cover the role of your special educational needs co-ordinator (SENCO) here, for example, if you've given them responsibility for co-ordinating remote learning for children with SEND across your school.

Alongside their teaching responsibilities, subject leads are responsible for:

Insert details, such as:

- > 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 National Academy

3.4 Senior leaders

If you feel it would be useful to delegate responsibility for remote provision to a member of staff, insert: [Name of senior leader] 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 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 (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:

Insert details, such as:

- 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
- 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 – specify if you will do this on your website or via email
- 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 is responsible for:

Insert details from your child protection policy or any addendum to it (we have a model you can adapt [here](#)).

3.6 IT staff

IT staff are responsible for:

Insert details, such as:

- 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:

Insert details, such as:

- Be contactable during the school day – although consider they 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 / 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:

Insert details, such as:

- 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:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant head of phase or year
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

Include contact details where necessary.

5. Data protection

5.1 Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as [insert examples, 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found [insert link].

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

Add your own rules if you have additional security measures in place, or delete any that you've already put in place in the devices you've provided for staff.

Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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

Whether you've updated your child protection policy to reflect the current situation, or created an addendum to it (we have a model you can adapt [here](#)), refer to that here and explain where staff can find it.

7. Monitoring arrangements

This policy will be reviewed [insert frequency – as often as you think is appropriate and manageable] by [name/job title of individual]. At every review, it will be approved by [the full governing board / committee name / name or job title of individual].

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy [insert if relevant:] and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Add any other related policies and procedures that the school has here.