



**The Federation of Broughton and West Tytherley Primary Schools**

## **REMOTE LEARNING POLICY 2024**

Broughton Primary School is a Gold Rights Aware School and all policies are underpinned by some of the articles in the United Nations Convention on the Rights of the Child.

Article 3: “The best interests of the child must be the top priority in all things that affect children.

Article 16: “Every child has the right to privacy. The law should protect the child’s private, family and home life.”

Article 28: “Every child has the right to an education”

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## 1. Aims

This remote learning policy 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. Roles and responsibilities**

#### **3.1 Teachers**

When providing remote learning, teachers must be available between, their normal working contact hours of 8.45 – 3.15pm.

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 for the class and groups that they are responsible for
- Ensuring that children have access to a sequentially planned daily English and maths lesson. This will be delivered via preloaded video content and resources

being made available to families for each morning, as well as foundation focused video and resource content in the afternoons.

- Children should complete the tasks allocated within school hours and teachers should be able to provide feedback to individuals/groups via the remote learning platform. If children submit their learning later than 5 pm on the school day, they cannot expect feedback straightaway. The teacher may also choose to give feedback to the whole class/cohort based on learning that they have reviewed if this is the most suitable method and enables the teacher to adjust the planning and teaching sequence.
- Teachers will be expected to provide relevant feedback on the learning and children will be required to "submit" or in the case of younger children, parents need to give feedback on the learning outcomes to gain additional support from teaching staff .
- Teaching staff will log in for Q and A sessions via Google meet to answer or reinforce any learning points that individuals/groups might identify. The time for the subject specific Q and A will be clearly defined for each working day.
- Work will be available via the Google Classroom remote platform. Parents will be provided with clear details on how to access this platform at the beginning of the year.
- All teachers remain responsible for ensuring that relevant plans are accessible by their colleagues and school leaders - so that there is consistency and accountability for the quality of curriculum planning.
- During periods of remote learning class teacher email addresses may be made available for parents who wish to contact teaching staff directly. Teachers will only be expected to respond to these during the working days and not at weekends.
- If there are any complaints or concerns shared by parents and pupils, then the senior leadership should be informed so that they can offer support and guidance as appropriate.
- If teachers are concerned about behaviour and pupils failing to log in and complete tasks, they should contact parents directly to have an initial discussion. If the pattern continues, then the headteacher should be alerted so that they can support, guide and intervene.

When creating and recording videos or engaging in live virtual teaching, it is expected that teachers dress in a manner appropriate to their professional role at all times.

Virtual meetings (for Q and A) should take place in an area that is quiet and free from background distractions or information that could compromise GDPR (e.g. photos of

children). This can include working from home if the teacher is isolating (but well enough) to deliver sessions.

If teachers are still working in school, they will still need to provide remote learning by sharing preloaded videos and/or resources via the remote google classroom platform. It is the responsibility of teachers to ensure that all children have access via email to the resources being shared in the lesson. In the eventuality of a problem, the school office is able to seek technical advice and provide support.

If children are isolating, due to suspected or confirmed symptoms, the teacher will not be expected to create preloaded videos for a minority of students. In this situation, resources and suggestions will be sent/uploaded to families to complete at a time appropriate to their context. The aim will be for isolating pupils to not be disadvantaged and access appropriate content during their absence from school. If parents require additional support during this short-term isolation, they can be directed to email via the school office to seek additional help. The school reserves the right to signpost parents to national content via portals such as Oak Academy, BBC bitesize.

If parents do not have access to digital devices and the school is unable to arrange for a loan of equipment, then physical packs of resources should be left for collection wherever possible.

### **3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available in their normal contracted 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:

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

- Supporting pupils who aren't in school with learning remotely:  
For 1-1 pupils as well as class-based TAs, the TA should maintain an overview of the remote learning plan and assist with providing resources and additional help via Google Meet Q and A sessions/emails and telephoning to ensure that these pupils are accessing the appropriate learning.
- If contributing to videos, it is expected that TAs dress in a manner appropriate to their professional role at all times

Virtual meetings (such as Q and A) should take place in an area that is quiet and free from background distractions or information that could compromise GDPR (e.g. photos of children). This can include working from home if the TA is isolating (but well enough) to deliver and support sessions.

If teaching assistants will also be working in school to cover groups such as 'key worker children', they will be allocated to cover specific groups of learners. Any changes would be consulted with so that there is clarity of new temporary working arrangements to meet the needs of the school.

### **3.3 Teaching, Learning and Curriculum Strategic lead and Subject leads and SENDCO**

Subject leads, as well as SENDCO, must continue to monitor evaluate and review the quality of teaching plans. As plans are shared on Google Drive, subject leads must advise on any aspects of the curriculum that might need to be adapted to accommodate remote learning. They should also alert teachers to resources that they can use to teach their subject remotely.

The SENCO remains responsible for monitoring the quality of provision for SEND children. They need to liaise with class teachers to ensure that all work set is appropriate and consistent. The SENDCO should arrange to monitor the work set and be able to offer support and guidance for teachers in relation to appropriate content for remote learning. The SENDCO needs to review the outcomes of home learning in order to advise on next steps as appropriate. The SENDCO needs to be the lead person in following up remote learning access with pupils identified on the SEND registers. Teachers should communicate if there are any issues of disengagement from this vulnerable group and consult with the SENDCO to agree joint next steps.

### **3.4 Executive Headteacher**

Alongside any teaching responsibilities, the Executive Headteacher is responsible for the overall strategy for remote learning in the school. The EHT should lead on this and ensure that all staff members are clear of their roles and responsibilities in the eventuality of a full remote learning situation. The EHT is responsible for 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. They should ensure that all remote learning systems are GDPR compliant and that the procedures that they have established do not compromise any data protection or safeguarding regulations.

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

The DSL is responsible for:

- Ensuring that all staff maintain a clear awareness of their safeguarding duties and communicate any concerns to the DSL as per normal expectations.

### **3.6 IT staff - IT supervisor and third party support**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- 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/carers**

Staff can expect pupils learning remotely to:

- 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

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – via the Q and A sessions or emails
- 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 as high 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 SENDCO or TLC Lead
- Issues with behaviour – talk to the Executive Headteacher
- Issues with IT – talk to Headteacher, third party company / Alphascan / Harrap
- Issues with their own workload or wellbeing – talk to the Executive Headteacher
- Concerns about data protection – talk to the data protection officer, Clare Yates
- Concerns about safeguarding – talk to the DSL – Lucy Macey

## **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 the school's IT network. Google drives can be used to gain access to relevant information
- Staff should ensure that they have a suitable device such as a laptop to use for the purposes of remote learning. Wherever possible, staff should use school-based laptops and sign them out to take responsibility for their use in the home. Any school-based devices should only be used for the sole purpose of work and not for any other purpose.
- Parents will agree to not forward any learning resources or videos onto third parties beyond the school cohort, in order to comply with GDPR regulations.

## **5.2 Processing personal data**

Staff members may need to collect and/or share personal data such as school email or generated link for a google meet session 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
- 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
- Seek help from IT third party - if any malicious viruses effect the machines
- Do not leave it in a place where it is likely to be damaged or compromised

## **6. Safeguarding**

The child protection policy and safeguarding reporting processes will still apply to all of our school community. Particular attention must be paid to ensuring that pupils and parents are familiar with e-safety when accessing remote learning. Children, teachers, parents and carers can raise any safeguarding concerns. Any concerns regarding the safety of children

will be reported to the DSL in the first instance. School will explicitly emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

## **7. Monitoring arrangements**

This policy will be regularly reviewed. At every review, it will be approved by the Standards committee and ratified by the Governing Body.

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

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement (appendix below)
- ICT and internet acceptable use policy
- Online safety policy

## **Appendix One:**

### **Parental User Agreement for Remote Learning**

This agreement outlines the conditions which will apply should we provide remote learning video sessions and resources to further enhance our provision in the event of disrupted learning for pupils.

- Any concerns or queries can be discussed with the designated classteacher in the first instance. Should the concern or query not be resolved, this should then be forwarded to the Headteacher.

To facilitate access to remote learning, parents should support pupils by:

- Providing children with a workspace that is quiet, safe and free from distractions with an adult nearby
- Making sure your pupils are dressed appropriately (school uniform is not necessary)
- Communicating to teachers should be in the usual manner via email to school office or telephone. Parents may support their child to access Q and A sessions where appropriate to do so.
- Parents may not record, share or comment on public forums about individual teachers or the school. The school reserves the right to challenge parents if this agreement is being breached
- By allowing your child to log on, you are accepting this agreement and acknowledge that you have shared this document and discussed Remote Learning with your child. It is vital that your child agrees to follow the rules.
- Parents must ensure that they have set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. Parents must also understand the importance of a safe online environment and encourage parents and carers to report any concerns of harmful content to the Designated Safeguarding Leads for the school.
- Parents should not be sending emails to staff members after 5 pm and at weekends in order to respect work-life balances. Any emails sent in this time would remain unanswered until the next working day

As ever, pupils remain members of the school and are subject to all appropriate school rules. In particular, we would ask that parents support the school by ensuring that their children actively demonstrate good behaviour with regards to their care, respect and consideration to others at all times.