



St Stephen's Church of England Primary School, Tockholes

Remote Learning Policy

Our Vision:

As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.

Our core values

"Wisdom, Hope, Friendship, Compassion, Forgiveness, Thankfulness, rooted firmly in Agape, Love. "

"Community, Hope, Friendship, Compassion, Forgiveness and Humility, rooted firmly in Agape, Love. "

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

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 & Teaching Assistants

When providing remote learning, teachers must be available between 8:30am – 3:20pm

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 pupils who are working remotely. For those pupils who do not have access to a device this work should be available as hard copies and left with the School Office ready to be collected.
- The work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects. Teachers should consider the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
- The amount of independent or guided work that should be provided:
 - 3hrs for KS1
 - 4hrs for KS2
- Any independent remote learning should be provided by 6pm the day before, ready for pupils to access in the morning.
- Independent work should be shared with pupils via Class Dojo or the Class Pages on the school website. This can be provided as links, pdf, videos and office documents.
- Remote learning via Video Call should take place via Microsoft Teams or Zoom.
- No personal details (including work email address/mobile numbers) must be shared with pupils/parents/carers.
- Teachers should provide regular feedback to work submitted and pupils should be instructed where to save completed work.
- For pupils who are not in school or have not accessed remote learning, teachers and DSL's should keep in touch with pupils, parents/carers to carry out welfare checks.
- Ensure any safeguarding concerns are shared with a DSL and recorded on CPOMs.
- Teachers must conduct remote learning in a professional manner, this means dressing in a formal/smart way, ensuring the background is appropriate and professional.

3.4 Senior leaders

The Senior Leadership Team has overarching responsibility for the quality and delivery of remote education.

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

- Distributing school-owned laptops/lpads accompanied by a user agreement or contract
- 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

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Welfare Checks and Check In's with pupils who are not accessing or fully engaging in Remote Learning

- Respond to safeguarding concerns raised by staff
- Additional welfare checks and check in's with children in need and/or those pupils where concerns have arisen.

3.6 Blue Orange and Office Team

IT staff are responsible for:

- Fixing issues with systems used to present, set and collect pupil work.
- Helping staff, parents/carers with any technical issues they are experiencing.
- Assisting pupils/parents/carers 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
- 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:

- 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
- Respect Teachers/Teaching Assistants in delivering Remote Education. Any concerns regarding the remote learning that their child has received should be sent to office@tockholes.blackburn.sch.uk or 01254 701806.
- 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

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 curriculum lead or extended leadership team
- Issues with behaviour – talk to Senior Leadership Team
- Issues with IT – talk to Blue Orange or Office Team
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 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