



Remote Learning Policy

Date Reviewed: March 2023

Reviewed By: LGB

Next Review Due: March 2026

Review Cycle: 3 Years

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

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 8:30 and 3:15

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
- Ensure the work provided gives around four hours of learning a day for KS2.
- 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
- Ensure learning is set by 8:30 in the morning.
- Ensure the work provided during periods of remote education is of high quality, meaningful (covering the same objectives as class-based learning) and covers the range of subjects expected within a primary classroom.
- Aim for learning activities to be able to be completed independent of adult support in the home.
- Use google classroom as the main remote learning platform.
- Provide feedback on learning uploaded to the google classroom platform.
- Provide regular contact through google classroom and the class email address. Teachers will not answer communications from pupils, parents and carers outside of their working day.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their normal contracted 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 supporting named children (particularly those with EHCPs and those who are more vulnerable) through the google classroom platform and the use of google meets.

Subject Leads

Alongside their teaching responsibilities, subject leads 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.
- Monitoring the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely.

Senior Leaders

The Executive Headteacher has overarching responsibility for the quality and delivery of remote education.

Senior leaders are responsible for:

- Ensuring staff continue to be trained and are confident to use Google classroom as our remote learning platform.
- Overcoming barriers to digital access where possible for pupils by distributing school-owned chrome books accompanied by a user agreement or contract.

Priority for allocating devices is

- 1.No digital devices in the household
- 2.The only device in the household is a smartphone

3. A single device is being shared

- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, to structure learning, for those children unable to access the online learning
- 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
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems including data protection and safeguarding
- Providing information to parents regarding remote learning via the school website

Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Ensuring school safeguarding practices are followed. The child protection online monitoring system will continue to be used (CPOMS). This will be monitored by the DSL team. In addition, safeguarding will be discussed during weekly DSL update meetings with the DSL team. Any child learning remotely will be discussed at this meeting.
- Ensuring that during a local/national lock down or a when a whole class needs to learn remotely, staff will record names of children who do not log on to google classrooms for a period longer than two days and their names will be passed onto the Home School Link worker, who will phone or home visit the family as an additional safeguarding check.
- Maintaining contact with children and parents through phone calls, google face to face meets and answering class e-mails to ensure contact and pastoral care is consistently maintained.
- Deploying staff so there are always two members of staff present for google meet sessions. Ensuring staff wear appropriate clothing and maintain a professional approach during online teaching sessions.
- Making sure if children do not complete the work set staff contact the parents to say work has been set but not completed and ask if there is a problem and make them aware that continued disengagement may result in a referral to the school inclusion officer.
- Ensuring those children eligible for free school meals are provided with vouchers whilst remote learning

IT Staff

IT staff are responsible for:

- Fixing issues with the google classroom system used to set and collect work.
- Helping parents/staff with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting children and parents/carers with accessing the internet or devices

Pupils

Staff can expect children learning remotely to:

- Be contactable during the school day.
- Complete work set by the deadline.
- Seek help if they need it.
- Alert teachers if they are not able to complete the work by the deadline.
- Act in accordance with normal behaviour rules/conduct of the school.

- Wear appropriate clothing and be on time to any online meetings.

Parents/carers

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

- Engage with school and support their child'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 and unable to access remote learning.
- Seek help from school if they need it.
- Ensure children are supervised and are following safeguarding guidance and observing internet safety.
- Ensure children log on to google classroom and complete the tasks and do the activities to a high standard.
- Inform the teacher if there are any concerns or the child is experiencing difficulty with the work set.

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to 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.

Processing Personal Data

Staff members may need to collect and/or share personal data 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.

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.

Northmead's procedure for different circumstances which may requiring remote learning

In the case of...

An individual needing to work from home whilst the peer group remains in school.

- Teachers will check in with families of children by the end of the second day at the latest to ask how they are and if they are ready for home learning to start.
- Teachers would then agree with them home learning would start the next day.
- Activities will be uploaded to Google classroom. These tasks will mirror the learning taking place in school.
- Explanations will be provided on the tasks set.
- Children will complete these independent of face-to-face teaching input.
- Feedback to the children will be provided on Google classroom.

The whole class needing to self-isolate whilst the school remains open. For example, in the case of highly infectious diseases.

- Class teachers will communicate with their classes via google classroom on the first day of isolation and explain the timetable for live teaching sessions.
- Teachers will organise a series of Google Meets throughout the day to provide live face to face teaching. Lessons will follow the curriculum that would've been taught in school.
- Staff will teach at least three lessons daily comprising of an English lesson, maths lesson and a foundation lesson such as Science, Art, PSHE, History, Geography.
- Following the live lesson, tasks will be assigned on google classroom.
- Children will upload their responses on Google classroom and will be given feedback from their teachers.

A local/national lockdown and the school is only open to the children of critical key workers and vulnerable children.

- Each class teacher will be based in their normal classroom to be available to teach the children of key workers and those children deemed vulnerable.
- Staff will teach three lessons daily comprising of an English lesson, maths lesson and a foundation lesson such as Science, Art, PSHE, History, Geography. These lessons will be live streamed to those children working at home via the Google Classroom Meet function. This will allow all class members to participate fully in the lesson in real time regardless of being in school or at home.
- Children at home can take part by raising their hand or posting in the comments. Teachers will give opportunities for all children to be heard. The timings of live face to face lessons will be staggered across the school to enable children to engage even if they need to share devices at home.
- Following the lesson, tasks are assigned on google classroom for those children working at home and on paper for those children attending school. Children upload their responses and are given feedback from their teachers.
- In addition to the three core lessons, teachers may post videos, challenges and quizzes to supplement the children's learning. Lessons will provide a minimum of four hours daily learning for all children.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the class email address or on the stream of the google classroom.
- Quality assurance will be provided by members of the Senior leadership team spot checking provision and being enrolled as members of the google classrooms.