Remote learning policy

Whinfell School

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Contents

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

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:

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

Principal

Head of Education

SENCO

Teaching Staff

Care Staff

3.1 Teachers

When providing remote learning, teachers must be available between 9am and 3:15pm Monday – Friday Term Time

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

Work will be set for all pupils who are accessing education remotely

- 4 ½ hours per day, following their normal timetabled lessons at KS2
- 4 1/2 hours a day for KS3 and KS4
- The work will be set by 9am each morning
- Work will be available via the online learning platform 'Seneca' and Lexia Powerup!

- Ensure work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects, in line with curriculum plans

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

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:

Teachers will be contactable by email during normal school hours, and will reply with 24 hours of receiving the email

Where a student fails to complete work teachers will make contact with the parent/carer to find out if there are any barriers and take steps to overcome these barriers.

Attending virtual meetings with staff, parents/carers and pupils

3.2 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

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

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

Michelle Turner, Head of Education 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:

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 Jennifer Carradus.

3.6 IT staff

IT staff are responsible for:

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:

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

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 – Head of Education

Issues with behaviour –Head of Education

Issues with IT – CAE

Issues with their own workload or wellbeing – Head of Education

Concerns about data protection – Principal

Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use devices provided by and approved by the school:

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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the schools webiste

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

Our safeguarding policy should be followed during periods of remote learning. Please see website for relevant policies.

7. Monitoring arrangements

This policy will be reviewed annually by Michelle Turner, Head of Education. At every review, it will be approved by the principle/

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

ICT and internet acceptable use policy

Online safety policy