Potterspury Lodge School
REMOTE LEARNING POLICY

Applies to:
- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Availability
This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:
- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than two year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed: Date: September 2024

Sarah Stacey   Andrew Sutherland

Sarah Stacey   Andrew Sutherland

Principal   Proprietor, Cambian Group

Last reviewed on: September 2024

Next review due by: September 2025

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.

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

3. Roles and responsibilities
The following members of staff have responsibility for the setting of and monitoring of work set for remote learning:
- The Head of Education
- The SENCo
- Teachers / Subject Leads
- Instructors

3.1 Teachers
When providing remote learning, teachers must be available between 8:30am-4:30pm on a Monday, Tuesday, Wednesday, Thursday and Friday.

Teachers are not expected to be available on a Saturday, Sunday or during published school holiday dates.

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:
> o For any lesson which they would normally deliver to a class/cohort who are required to undertake remote learning.

- Upload required work onto Google Classroom-**INCLUDING** clear instructions on what needs to be carried out and how work should be completed.
- A copy of the set work also needs to be emailed to the Head of Education. (The Head of Education will then be able to monitor the quality and content of work being set for remote learning.
- The amount of work to be set shall be as follows:

Key Stage	Total Hours of work per day
Key Stage 1	3 Hours
Key Stage 2	4 Hours
Key Stage 3	5 hours
Key Stage 4	5 Hours

- Any set work needs to be upload to Google Classroom by the time that the lesson would normally take place within school.
- Where students do not have access to the internet then hard copies must be provided by 3:00pm on the previous day to the lesson so that these copies can be delivered to students accessing remote learning.
- Providing feedback on work – as soon as they can once the lesson time has finished.
- Contact any pupils who have not accessed the set remote learning to ascertain why the work has not been accessed and to provided necessary support so that the student can access the set work.
- Support Head of Year Leaders and Leader in charge of Attendance by enabling Welfare Checks as required and to provide written feedback from these Welfare Checks.
- Respond to emails from parents and pupils as per the school's protocol for communicating with parents and pupils.
- To pass on any received complaints to the appropriate member of the Senior Leadership Team.
- To follow the School's procedure for reporting any Safeguarding concerns.
- To check the work that has been set on Google Classroom to check who has completed the task and to contact any pupils who have not accessed the set task.
- Virtual meetings with staff, parents and pupils must be conducted in the same manner as a face to face meeting would be conducted.
- Any virtual meetings are preferably held from a school classroom but if they are to be conducted outside of school then they should take place in a room that has plain walls and are non-descript. (Eg a kitchen or study **NOT** a bedroom or lounge).
- If teachers are still required to work in school then they will be responsible for delivering any timetabled lesson on the school site and will only need to provide remote learning for any pupils who are not on site.

3.2 Teaching assistants
When assisting with remote learning, teaching assistants must be available 8:30am-4:30pm on a Monday, Tuesday, Wednesday, Thursday and Friday.

Teachers are not expected to be available on a Saturday, Sunday or during published school holiday dates.

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 pupils who aren't in school with learning remotely, especially those who are supported 1:1 during lesson times.
> Attending virtual meetings with teachers, parents and pupils as required and when attending these meeting conduct themselves in the same manner as a face to face meeting would be conducted.
> If assistants are still required to work in school then they will be responsible for supporting in any timetabled lesson on the school site and will only need to provide remote support for any pupils who are not on site.

3.3 Subject leads
Subject Leads are expected to:
> support the Head of Education by checking the content of the work set for which they have leadership responsibility.
> consider and advise on whether any aspects of their subject area needs to be adapted to accommodate remote learning
> work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
> work 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
> monitor the remote work set by teachers in their subject.

3.4 Senior leaders
Under the leadership of the Head of Education the Senior Leaders have 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 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

The Head of Education is responsible for:
> Co-ordinating the remote learning approach across the school.
> Monitoring the effectiveness of remote learning.
> Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

3.5 Designated safeguarding lead (DSL)
The DSL is:
Mr Adam Johnson

Refer to our Child Protection and Safeguarding Policy for details of how young people are protected at Potterspury Lodge School.

3.6 IT staff
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
Staff can expect pupils learning remotely to:
- Be contactable during the school day.
- 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 of the school (and specifically to abide by our online safety rules).

Staff can expect parents 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.
- 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-Parents/Head of Year/DSL/Head of Education
- Issues with IT-ICT Help Desk/Onsite Adult in Charge of ICT
- Issues with their own workload or wellbeing-Line Manager/24 hour MH Assistance line
- Concerns about data protection-Business Manager
- Concerns about safeguarding-DSL

5. Data protection

5.1 Accessing personal data
When accessing personal data for remote learning purposes, all staff members will:
> Use School provided equipment.
> Access School only web-based platforms. E.G: Behaviour Watch, Google Classroom, etc.
> All staff to endeavour to set any remote learning work from a computer located on the school site.
> All staff to not use third party platform providers.
> All staff to only use links to verified educational web-based sites.

5.2 Processing personal data
Staff members may need to collect and/or share personal data such as their work email (name.name@cambiangroup.com) 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 by asking the School Office to provide a copy / link or by request to the School's Business Manager.

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
The DSL is:
Mr Adam Johnson

Refer to our Child Protection and Safeguarding Policy for details of how young people are protected at Potterspury Lodge School.

7. Monitoring arrangements
This policy will be reviewed Annually.

8. Links with other policies
This policy is linked to our:
> Behaviour policy
> Child protection policy
> Data protection policy and privacy notices
> ICT and internet acceptable use policy
> Online safety policy