



# Remote learning policy

*"If you have faith as small as a mustard seed, nothing will be impossible to you." (Matthew, 17:20)*

## **GDPR**

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years  
Reviewed by S Campbell 3<sup>rd</sup> March 2025  
Reviewed by Governors: Claire Plasser 9<sup>th</sup> March 2025  
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### 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:

- 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 for their normal working hours between 8.20 or 8.30 to 3.25 or 3.45 (or 2.10 or 2.20 on a Friday).

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 by contacting a member of SLT.

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:
  - Provide work to be completed by children in their class and / or children in another class for whom the teacher provides the planning.
  - The amount of work to be provided is as follows:
    - Up to 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
    - Up to 4 hours a day for KS2
  - This work needs to be set by the latest at 8.30am of each day
  - Work should be uploaded onto the remote learning platform – ItsLearning or completed in books which the parents bring to school at the end of each week.
  - Work set will be consistent across the phase
  - Children may be set work from the Oak National Academy or signposted to other high quality online resources
- Work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
  - This includes considering the needs of individual pupils, such as those with SEND or other additional needs
  - 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

- Providing feedback on work:
  - Teachers will provide feedback on children's work either on ItsLearning or by reviewing workbooks the children have completed
- 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):
  - Contact between teachers and children / parents will be through the learning platform. There may be email correspondence and occasional (up to weekly) phone calls.
  - Teachers are expected to respond to emails within 5 working days and should not answer emails outside of working hours
  - Any complaints made by parents and pupils will be forwarded to the headteacher. For any safeguarding concerns, refer teachers to the section below
  - For any behavioural issues, such as failing to complete work, the teacher will email the parents to discuss expectations
  - Providing pupils with opportunities for regular interaction with teachers and peers during the school day – SLT will try and secure use of the AVRobot. ELSA will maintain contact with the family to support emotional needs. SLT to consider whether it would be appropriate to stream lessons in school to pupils learning remotely.
- Attending virtual meetings with staff, parents/carers and pupils:
  - Dress code – expectation that all involved are appropriately dressed
  - Location (e.g. avoid areas with background noise, nothing inappropriate in the background)
  - Teacher cover would be provided to facilitate this

### 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal 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 reporting to their phase leader.

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

- Supporting pupils who aren't in school with learning remotely:
  - Ensuring TAs know who they are supporting
  - Ensuring TAs support children's understanding of work set.
- Attending virtual meetings with teachers, parents/carers and pupils – cover details such as:
  - Dress code- expectation that all involved are appropriately dressed
  - Location (e.g. avoid areas with background noise, nothing inappropriate in the background)

### 3.3 Subject leads

You may also want to cover the role of your special educational needs co-ordinator (SENCO) here, for example, if you've given them responsibility for co-ordinating remote learning for children with SEND across your school.

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 – by reviewing work set
- 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**

The School Senior Leadership Team 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 – for example :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 responsible for:

- Protecting and educating the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Establishing clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

### **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 SENDCo**

- Monitoring remote learning across the school for pupils with SEND
- Support teachers in making adaptations to work set to accommodate children with SEND

### **3.9 ELSA**

- Contact families on a weekly basis by phone
- Engage in email contact with the family within normal working hours
- Offer home visits on a weekly basis where agreed by SLT

### **4.0 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 relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant head of phase
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to the data protection officer
- 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:

- Access the data from a server in the school's IT network
- Teachers should use school devices to access the data

### 5.2 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, which can be found on the school website.

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

Refer to the Child Protection and Safeguarding Policy

<https://www.st-bartholomews.leics.sch.uk/page/?title=Policies&pid=33>

## 7. Monitoring arrangements

This policy will be reviewed every 2 by a member of SLT. At every review, it will be approved by Health, Safety, Safeguarding and Site Committee.

## 8. Links with other policies

This policy is linked to our:

- Behaviour and Discipline policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E-Safety policy