



Remote Learning Policy

Fenstanton and Hilton Primary School

Reviewed by: The Full Governing Body

Date of Review: December 2023

Date of Next Review: December 2026

Policy adopted from The Key model policy

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 Plan (EHCP) or social worker, the local authority (LA) will also be involved in the decision
- Put an Individual Alternative Education Plan in place and regularly review it to identify how to reintegrate the pupil/s 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/s 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 between 8.50am and 3.20pm.

If teachers are 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

Teachers are also responsible for:

- Setting work for pupils and considering any necessary adaptations for individual pupils
- Ensuring work for three separate sessions per day. For example, English, Maths and Science.
This should total an average of 3 hours a day Key Stage 1, with less for younger children, and an average of 4 hours a day for Key Stage 2 pupils
- Ensuring this work is available throughout the day, with the first session released to coincide with the start of the school day
- Upload all necessary work, resources and instructions to the class Google Classroom page
- Co-ordinate with other teachers, including those teaching in school, to ensure consistency across the pupil cohort and to make sure pupils with limited access to devices can still complete the work
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects
- Consider the needs of pupils with SEND other additional needs
- Communicate with parents/carers regarding pupil interaction with remote learning
- Provide feedback on work
- Attending virtual meetings with staff, parents/carers and pupils

3.2 Teaching Assistants (TAs)

When assisting with remote learning, teaching assistants must be available within their normal working hours. This is different or different members of our Teaching Assistant team.

If TAs are 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 and accessing lessons
- Supporting class teachers with responding to pupil queries and marking work
- Completing any directed communication with parents/carers regarding pupils

3.3 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 other subject leads and senior leaders to make sure work set remotely across all subjects 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

3.4 Senior Leaders

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 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
- Monitoring the effectiveness of remote learning through work with pupils, teachers 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
- 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 Leads (DSLs)

The DSLs are responsible for:

- Monitoring and recording the attendance of Child Protection and Child In Need pupils
- Making daily contact, including weekly home visits, with identified vulnerable families to check on welfare
- Responding to any My Concern (digital safeguarding-reporting tool) reports
- Liaising with external agency staff (e.g., Family Workers) regarding pupil attendance and welfare
- Communicating with the wider staff body, as necessary, regarding pupil and family welfare

3.6 School SENCo

The school's SENCo is responsible for:

- Monitoring the online provision available for pupils on the school's SEND register
- Offering guidance and support to teachers, particularly in making adaptations to learning to support access to and engagement in learning
- Liaising with the parent/carers of SEND pupils regarding access to remote learning
- Monitoring pupil progress for SEND pupils

3.7 Pupils and parents/carers

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 / conduct rules of the school

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

- Engage with the 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 or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or raising concerns with 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. Data protection

4.1 Processing personal data

Staff members may need to collect and/or share personal data such as email address, usernames and passwords as part of remote learning. 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, which can be found on the school website.

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.

4.2 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
- 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

5. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Data Protection Policy
- Home-School Agreement
- ICT Acceptable Use Agreement
- Online Safety Policy
- Attendance Policy
- Safeguarding and Child protection Policy