Remote learning policy

ReFocus

Approved by:	Paula Tucker Headteacher	**Date:** 25/04/2024
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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.

Online learning - lexia, bksb and pass functional skills maths. Hayley Perry and Paula Tucker oversee these portals. They supplement learning as opposed to replace learning.

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:

- o They have an infectious illness

- o They are preparing for or recovering from some types of operation

- o They are recovering from injury and attendance in school may inhibit such recovery

- o 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 between 9.00 am – 4.00pm

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:

Making sure that 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, 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

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include a combination of:

bksb live.

Phone calls and text messages' home

1-2-1 weekly mentoring meetings either online or via phone.

Printed learning packs

Physical materials such as story books and writing tools including exercise books if required.

Use of BBC Bitesize

The detailed remote learning planning and resources to deliver this policy can be found here:

Include hyperlinks to:

https://refocus.bksblive2.co.uk/ g in touch with pupils who aren't in school and their parents

3.2 Senior leaders

Deputy Head teachers 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 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

Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set and 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

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

See Safeguarding and child protection Policy

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

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

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 – Paula Tucker

Issues with behaviour – talk to the relevant head of phase or year

Issues with IT – talk to IT staff -Chris Cullimore

Issues with their own workload or wellbeing – talk to their line manager

Concerns about data protection – talk to the data protection officer – Liam Kerr

Concerns about safeguarding – talk to the DSL - Hayley Perry

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Access the data, such as on a secure cloud service

 Staff should use provided devices, such as laptops, rather than their own personal devices

5.2 Processing personal data

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

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

Safeguarding policy is on The Refocus website. Please see Hayley Perry DSL if you have any issues or queries.

7. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved Executive Headteacher Paula Tucker

8. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy