



Policy	
Date adopted	September 2020
Date reviewed	January 2021, Dec 23
Next review date	Dec 25
Subject lead	Head teacher in post
Governor/Committee (where applicable)	Curriculum

Our Vision:

Jesus said: *'I have come that they may have life and have it to the full.'*

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

Remote Learning Policy

Introduction

Where the school has to close partially or in full for reasons outside its control, we will endeavour to provide remote learning where we have the staff to make this logistically feasible. The length of the closure and the number of pupils affected will guide the way the remote learning offer works and any live teaching that may take place.

1. Aims

This remote learning policy 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
- Ensure continuity of learning and progression for all pupils
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available for their normal working hours unless agreed with the headteacher for exceptional circumstances.

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 to the head teacher to discuss whether this will be an absence using the normal absence procedure, or whether flexibility of availability can be agreed/extended or another staff member assigned to cover the teacher's class responsibilities for home learning. This will be decided by the headteacher or in her absence the deputy or most senior member of SLT available at the time.

When providing remote learning, the expectations for teachers depend on the circumstances of the remote learning and the available staffing in school. Support staff may be utilised to facilitate any aspect of the process for which they have the skills and expertise with oversight from a teacher. Remote learning may include:

1. Links to online platforms utilising Class Dojo or other suitable platforms available
2. Recorded, live lessons or 'check in feedback sessions as appropriate
3. Paper packs where access to online learning is difficult
4. Links to learning may be provided for more than one day at a time to support flexibility for parents and carers.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours which will vary for individual staff members between 8:30 and 4:30 p.m. If they're unable to work for any reason during their normal directed time for example due to sickness or caring for a dependent, they should report this using the normal absence procedure to the head teacher to discuss whether this will be an absence using the normal absence procedure, or whether flexibility of availability can be agreed. This will be decided by the headteacher or in her absence the deputy or most senior member of SLT available at the time.

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

➤ Supporting pupils who aren't in school with learning remotely e.g.

- Checking in on pupils as directed by teacher
- Acknowledging learning posted and feeding back to teacher
- Prepare paper resources as directed by teacher

Any other reasonable request to support the school made by teacher or member of SLT

➤ Attending virtual meetings with teachers, parents and pupils

2.3 Subject leads/ SENCO

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
- Oversight of the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject / meet the needs of their pupils e.g. those with SEND, remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Phase leads will guide and support their team as necessary.
- Monitor the effectiveness of remote learning in their phase by looking at assigned work and pupil responses via DOJO. Ensuring that they are fully aware of level of engagement in their phase and any areas of concern brought to the attention of Head Teacher.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations'

2.5 Designated safeguarding lead

- Hanley St Luke's VA Primary School has a Designated Safeguarding Lead (DSL) and 3 Deputy DSLs. The Designated Safeguarding Lead is: Lynne Williamson who delegates the day to day work to Safeguarding Lead and deputy DSL: Victoria Cartwright-Davies (Safeguarding Officer) . The deputy head and Assistant head are also deputy DSLs supporting the overall safeguarding work in school
- During any remote learning affecting the school the optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.
- The Safeguarding officer or person appointed to coordinate safeguarding on site will monitor the CPOMS system for any cause for concerns raised and will update and manage any action on the system liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

2.6 IT staff

We use an IT support company Core Educational to whom we report any IT issues.

We also have an IT lead on site who will work with Core Educational in order to ensure prompt attention to:

- 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

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although we appreciate pupils may not always be in front of a device the entire time as this is also not desirable
- 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

Staff can expect parents with children learning remotely to:

- 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

2.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who should parents contact if they need any support or need to raise a concern about remote learning?

In the first instance parents should contact the class teacher but may speak to a member of the Senior Leadership Team if their query is not resolved or the head teacher.

Who should staff contact if they have any issues relating to Remote Learning?

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant phase lead or SENCO
- Issues with behaviour – talk to the relevant member of SLT
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the Business Manager
- Concerns about safeguarding – talk to the Safeguarding Officer

4. Data protection

4.1 Accessing personal data

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

- Access the data via the secure CPMOS system or contact numbers etc from the SIMS systems if accessible.
- When working remotely, staff should use school laptops or devices.
- If making phone calls remotely, staff may use their own mobile phones but should ensure Show Caller ID is disabled.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers 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.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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

5. Safeguarding

All staff will maintain their duty to safeguard pupils and be alert to any concerns using the CPOMS system to record issues. The safeguarding officer will liaise with staff and will support in checking in with our most vulnerable pupils where we are concerned about engagement, safety or wellbeing. Our in-house counsellor may also support this process and offer specialist advice and support. The full policy can be found on our website [Click here](#)

6. Monitoring arrangements

This policy will be kept under ongoing review and may be amended to meet the needs of the staff and school at any time at the discretion of the head teacher. A formal review of the policy will take place annually in the Autumn term. At every formal review, it will be approved by the full Governing Board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection & Safeguarding Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy