



Remote Learning Policy

Date approved	<i>June 2024</i>
Review Period	<i>Every 3 years</i>

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

The Endeavour Federation believes that online learning can play a key part in continuing education and reducing following the pressures of social isolation during the Covid-19 pandemic and their lasting impact. This guidance recognises the need to balance the opportunities and safeguarding challenges in the digital environment when staff and children are going online much more than usual. The Endeavour Federation will promote the established culture of nurture, kindness and concern of our schools through all our virtual communication.

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. For this reason, we should only consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Scenarios where remote education should be considered

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school. Further support on dealing with mental health and attendance challenges can be found in the Mental health issues affecting a pupil's attendance: guidance for schools.

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

What to consider when providing remote education to individual pupils

When a pupil is absent, the school should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional.

Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible.

In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available during normal school 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.

Teachers are responsible for:

- Set daily lessons for the children in your group.
- Reporting non-attendance to the online lessons to the school at the start of the lesson.
- Ensuring all resources are provided online to support the lesson.
- All work will be differentiated for each particular pupil's ability and level of need.
- Sharing with SLT a weekly overview or schedule of the work they are setting for the classes they teach.
- The platform to be used is Microsoft Teams via Microsoft 365 login which has been distributed to all teaching staff and pupils.
- Live Lessons will be activities planned by the regular teachers. Live sessions may be set for small groups of children or where required for children on 1:1, with the safeguarding considerations outlined in the school's guidance on online teaching and learning.
- Each class teacher is responsible for making sure that their team of teaching assistants have contributed activities (where appropriate) for specific agreed areas of learning by emailing the activity to the teacher. The teacher will check the material and upload it for the relevant pupils alongside the other key lessons they have prepared.
- Teachers will talk to all pupils directly or through their agreed Teaching assistants to explain the work to the child or parent as relevant, on a daily basis or less if agreed with the parent.
- Teachers will talk regularly to their colleagues to share resources and to ensure that there is consistency of work being set across the school.

➤ Providing feedback on work:

- Teachers will comment on pupils work through Microsoft Teams, once the pupils have uploaded their work.
- Teachers will comment on pupils work when they make phone calls and video chats to students.
- Teachers will keep a log of work completed by each student.

➤ Keeping in touch with pupils and parents:

- All correspondence with parents need to be done individually (No group emails or messages) to protect the data and contacts of the parents/carers and to be GDPR compliant.
 - All calls by staff need to be welfare checks as well as communication. It is important to be monitoring the welfare and mental health of our pupils in these difficult times. During video and voice calls, staff will check that children are well and report any concerns to the DSL.
 - Calls and emails should take place during school hours.
 - A brief record of the calls should be made using IRIS.
 - Any concerns should be reported to Heads and for safeguarding concerns via CPOMS.
 - Refusal to complete work should be dealt with under the school's behaviour regulation policy as much as possible. The key person for that child will talk to the child and encourage them to engage, will talk to the parents and advise on ways of encouraging engagement.
- Teachers will follow the staff behaviour code for online learning
 - Teachers will complete online training as designated by the Headteacher.
 - Teachers will report any data breaches to the GDPR manager.
 - Teachers will assist parents and children with accessing the online learning and will request help from the IT provider.

2.2 Teaching assistants

Teaching assistants must be available during 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.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely :
 - Preparing work for key pupils agreed with class teacher or subject leader and sending to the teacher at the agreed time.
 - Making video or phone calls to agreed key children on a regular basis.
 - All calls by staff need to be welfare checks as well as communication. It is important to be monitoring the welfare and mental health of our pupils in these difficult times. During video and voice calls, staff will check that children are well and report any concerns to the DSL.
 - Following online training designated by their Headteacher
- Teaching assistants will follow the staff behaviour code for online learning

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning –
 - Through regular senior leadership planning meetings
 - Regular teachers meeting explaining the requirements for online learning, feedback to pupils and welfare calls, video chats.
 - Talking to a selection of staff, parents and pupils on a regular basis and monitoring the collection of relevant consent from parents for online learning.
 - Checking that digital records are up to date and being used accurately for example, the attendance registers and IRIS.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations, by following the safeguarding advice in the appendices to this document.
- Setting regular, relevant online training for all staff on their site and ensuring that this is completed.

2.4 Designated safeguarding lead

The DSL for each site will follow the guidance in the document the federation handbook

2.5 Pupils and parents/carers

Staff can expect pupils to:

- Be contactable during the required times – 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
- Follow the Pupils code of conduct and home school agreement

Staff can expect parents 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

2.6 Executive Head Teacher and 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals by phone or by email:

- Issues in setting work – talk to the relevant Headteacher
- Issues with behaviour – talk to the relevant Headteacher
- Issues with IT – talk to One Education
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer,
- Concerns about safeguarding – talk to the DSL for your site.

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Use Parentmail, Dojo or SIMS
- Use school phones or laptops wherever possible

4.2 Sharing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, 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
- › Store information in the schools secure cloud areas wherever possible – in the Remote Desktop, Microsoft Teams areas and but not limited to other applications hosted by school such as in SIMS, CPOMS and IRIS
- › 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 that is kept up to date
- › Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Arrangements for safeguarding are found in the federation staff handbook

Remote education should not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this is a suspension and must be done in line with the law on disciplinary suspensions. This is the case even if they have been asked to log on or access online education while suspended.