



# Tatworth

Primary School

## REMOTE LEARNING OPERATIONAL POLICY

Ratified by	SLT  (Delegated by the Full Board 20 May 2021)
Date:	October 2022
Next Review:	This policy will be under continuous revision in response to significant new developments in the use of technologies or incidents that have taken place.

Distribution:	OneDrive  Staff Room Notice Board  Website
Source:	The Key

## Record of Reviews

January 2021	Teaching protocols bullet points 3, 4 and 7 updated to reflect introduction of remote learning via Microsoft 365 Teams; that provision will follow a progressive curriculum; and increased communication options.
September 2021	Updated to reflect current use of technology and current practice
October 2022	As above

## 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.

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

## 3. Roles and responsibilities

### 3.1 Teachers

When providing remote learning, teachers must be available between 8.30 am and 3.30 pm

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:

- Setting work:
  - Work will be set for a teacher's class or phonics group
  - Good practice will be followed:
    - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
    - 4 hours a day for KS2
  - Work will be set by 8 am on the day the learning should take place
  - Work should be uploaded within 48 hours of when it is due
  - Teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Providing feedback on work:
  - Pupils will need to upload work
  - Feedback will be shared on uploaded work

- Keeping in touch with pupils who aren't in school:
  - Children need to log on and engage with remote learning
  - Teachers will answer emails and queries by families within 48 hours
  - Safeguarding concerns should be directed to the DSL
  - Children will have opportunities for regular interaction and feedback with teachers and peers during the school week
- Attending virtual meetings with staff, parents and pupils

Teaching assistants may support children in school whilst teachers are teaching remotely.

### **3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available 8.50 am and 3.30 pm.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Supporting pupils who are in school

### **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 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- 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 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
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **3.5 Designated safeguarding lead (DSL)**

The DSL is responsible for:

- The DSL is a member of the school's Senior Leadership Team and has lead responsibility for safeguarding and child protection within the setting.
- The DSL has undertaken the SSCP training to ensure they are compliant with the Local Authority requirements for DSLs.
- The DSL (headteacher) works with relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils in need are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs.
- Manages early identification of vulnerability of pupils and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manages referrals to local safeguarding partners where pupils with additional needs have been identified. These can include those:
  - who need a social worker and may be experiencing abuse or neglect;
  - requiring mental health support;
  - who may benefit from early help;
  - where there is a radicalisation concern;
  - where a crime may have been committed.

### **3.6 IT staff**

IT staff are responsible for:

- › 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

### **3.7 Pupils and parents**

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 and any specific online behaviour rules where applicable.

Staff can expect parents 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 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, Key Stage lead or SENCO
- › Issues with behaviour – talk to Headteacher
- › Issues with IT – talk to IT staff
- › 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

## **5. Data protection**

### **5.1 Accessing personal data**

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

- › access the data, via the school server
- › They will use devices that are owned by the school

### **5.2 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 – 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 and Child Protection Policy](#)

## 7. Links with other policies

This policy is linked to our:

- Anti-bullying Policy
- Behaviour for Learning Policy
- Data Protection Policy and Privacy Notices
- Marking and Feedback Policy
- Home-School Agreement
- Staff Acceptable Use Policy
- Online Security Policy
- Safeguarding (Child Protection) Policy
- Staff Code of Conduct
- Staff Guide
- Staff Sickness Absence Management Policy