

Remote learning policy

Coates Primary School

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Contents

1. Aims	
2. Use of remote learning	3
3. Roles and responsibilities	4
4. Who to contact	8
5. Data protection	8
6. Safeguarding	9
7. Monitoring arrangements	9
8. Links with other policies	9

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 (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 8:30am – 4pm

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 – cover details such as:

Who they need to provide work for, including if they may need to cover for other classes

The amount of work they need to provide:

3 hours a day on average across the cohort for Key Stage 1 with less for younger children

4 hours a day for Key Stage 2.

Work should be set by 8:45 each day.

Work should be uploaded to Google Classroom for Key Stage 1 and 2 and Tapestry for EYFS.

Work provided during periods of remote education should be of high quality, meaningful, ambitious and cover an appropriate range of subjects.

This included 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 carer, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study.

Providing feedback on work:

Pupils completed work will be uploaded on Google Classroom/Tapestry and marked by the class teacher.

Class teachers will keep in regular contact (weekly) with the pupils via telephone, virtual meetings etc. Any complaints or issues with behaviour would be dealt with following the schools policies and procedures.

Attending Virtual meetings

- Staff should continue to follow the schools dress code.

- Avoid areas with background noise, nothing inappropriate in the background.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their 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.

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

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

Attending Virtual meetings

- Staff should continue to follow the schools dress code.
- Avoid areas with background noise, nothing inappropriate in the background.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspect of the subject curriculum needs to change to accommodate learning
- Working with teachers teaching their subjects remotely to make sure all work set is appropriate and consistent
- Working with other subjects leads and senior leaders to make sure work is set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitor the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

Senior leaders 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/subject leaders, reviewing work set, pupil voice etc
- 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 educational platforms.

- Training staff on relevant accessibility features available on the platforms used.
- Providing information to parents/carers and pupils about remote education via email/school website
- 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 lead (DSL)

The DSL is responsible for overseeing the safeguarding arrangements and the school safeguarding policy can be found on the school website

3.5 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 are experiencing.
- Reviewing the security of the remote learning systems and flagging any data protection breached to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices.

3.6 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 and teaching assistants.
- Alert teachers if they are not able to complete work
- Act in accordance with normal behaviour 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
- 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:

- Senior Leadership Team
- ICT support (The ICT service)
- Data protection officer for concerns relating to data protection.

- DSL for safeguarding concerns.

5. Data protection

5.1 Accessing personal data

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

- Access data from the school's secure network.
- Use devices which are provided by the school

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school's website.

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

Please refer to the school's safeguarding policy which can be found on the school website

7. Monitoring arrangements

This policy will be reviewed every two years.

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

