



Tenterden Primary Federation

Remote Learning Policy

Policy Reviewed: November 2022

Review Date: November 2025

Our Vision

As a welcoming Church school, we aspire to provide care and support for each other and the wider community. Through the practical application of Christian values and a positive growth mind-set our pupils challenge themselves to be independent, inquisitive and knowledgeable; a positive influence on society.

Contents

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

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 and 4:30.

Remote learning hours will be between 9am and 3pm.

If the teacher is 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

- For the child who is remote learning
 - The amount of work that needs to be provided will be
 - 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
 - The work will be set either weekly or daily (the Friday before the following week if weekly, or the day before if daily)
 - Work should be uploaded to class dojo
 - Remote learning will be planned in line with the year group activities.
 - Online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided instead of school led video content.
 - Printed resources, such as textbooks and workbooks, to structure learning can be used, supplemented with other forms of communication to keep pupils on track or answer questions about work

Providing feedback on work

- Completed work will be posted on dojo
- All communication, including questions about the learning and feedback will be shared through class dojo

Keeping in touch with pupils who aren't in school and their parents

- Communication will be made daily through class dojo or a phone call if necessary
- Dojo communication will only be made within the stated hours (8:30-4:30)
- Any complaints or concerns shared by parents and pupils should be referred directly to the Head of School

- Any behavioural issues, such as failing to complete work will be dealt with in the first instance by the teacher phoning the parent. If this is not successful, a member of SLT or the FLM will phone

Attending virtual meetings with staff, parents and pupils

- Dress code – smart/casual
- Follow professional standards at all times
- Avoid areas with background noise, ensure there is nothing inappropriate in the background
- Parents must be mindful of the chosen room to complete live learning. We do not recommend a child's bedroom unless it is the only place to access a computer. IN this case parents must be nearby.
- Staff must deliver live learning from a main living area/office space/classroom.
- For safeguarding and privacy ensure virtual meetings are not heard by other members in your household.
- Do not hold a meeting with a parent or pupil without prior approval from the Head of School or Executive Headteacher and when approval is granted follow the e-safety guidance set out in other policies.
- Do not deliver live learning sessions without prior approval from The Executive Headteacher and when approval is granted follow the e-safety guidance set out in other policies.
- All live sessions approved will follow strict registration protocols and will be recorded with a administrator supervising.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available from 8:30-3:30 to provide support for their 1-1.

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 – the class teacher will tell the teaching assistant which children they need to support and how. The teaching assistant will give advice and support via dojo.

Attending virtual meetings with teachers, parents and pupils:

- Dress code – smart/casual
- Follow professional standards at all times
- Avoid areas with background noise, ensure there is nothing inappropriate in the background
- Parents must be mindful of the chosen room to complete live learning. We do not recommend a child's bedroom unless it is the only place to access a computer. IN this case parents must be nearby.
- Staff must deliver live learning from a main living area/office space/classroom.
- For safeguarding and privacy ensure virtual meetings are not heard by other members in your household.
- Do not hold a meeting with a parent or pupil without prior approval from the Head of School or Executive Headteacher and when approval is granted follow the e-safety guidance set out in other policies.

- Do not deliver live learning sessions without prior approval from The Executive Headteacher and when approval is granted follow the e-safety guidance set out in other policies.
- All live sessions approved will follow strict registration protocols and will be recorded with a administrator supervising.

2.3 SENCo

- To co-ordinate remote learning for children with SEND across the school
- Liaise with parents/carers of children with SEND
- Work with class teachers to ensure adequate provision for SEND children

3.4 Senior leaders

SLT has 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 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 –such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for: see Safeguarding Policy

3.6 IT staff

IT staff are responsible for:

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 with school computers by remote access – computer user has to allow IT to have remote access
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

3.7 Pupils and parents

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

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 as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Monitor the wellbeing of staff and ensure appropriate support is in place where needed

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, Deputy Headteacher, Head of School or SENCO
- Issues with behaviour – talk to a member of the SLT
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – SLT and link governor
- Concerns about data protection – talk to the Office Manager, Executive Headteacher or Head of School
- Concerns about safeguarding – talk to the DSL team

5. Data protection

5.1 Accessing personal data

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

- Access the data using either Google Classroom or Class Dojo which both have secure access
- Use school devices to access data. Only use a personal laptop device if it has been checked by TST ICT team as secure. No personal mobile phones should be used to communicate with parents and children.
- Personal phones can be used to access secure work emails and dojo messages should that be helpful as these are secure sites.

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 e.g. organising staff zoom meetings

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

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

See Child Protection Policy (September 2020) and E-Safety Policy

7. Monitoring arrangements

This policy will be reviewed yearly by SLT, governors and the IT Manager. At every review, it will be approved by the Local Governing Body.

8. Links with other policies

This policy is linked to our:

- Positive behaviour policy
- Child protection policy
- Data protection policy and privacy notices
 - ○ Home-school agreement
 - ICT and internet acceptable use policy
 - Online safety policy