




**Broxbourne CE Primary School, EYFS & Extended Schools
(Voluntary Aided)**

Remote Learning Policy

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Signed Chair of Governors:	

Dream, Believe and Achieve with God

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for children who are not 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 children should attend school, in line with our Attendance Policy. Remote education is not viewed as an equal alternative to attendance in school.

Children receiving remote education will be marked absent in line with the Pupil Registration Regulations.

The School's preference at all times is that if the school is open and any child is well enough to attend, they should be learning in school. We will consider providing remote education to children in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening the School is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual children, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness but are well enough to learn
 - 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 children 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, children, and if appropriate, a relevant medical professional. If the child 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 child back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the child back into school at the earliest opportunity
- Set a time limit with an aim that the child returns to in-person education with appropriate support

Remote education will not be used as a justification for sending children home due to

misbehaviour. This would count as a suspension, even if the child is asked to access online education while suspended.

3. Roles and Responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.50am and 3.00pm.

If staff are 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 children 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 children with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that children can access remotely

They are also responsible for:

- Setting work – for the children in their class:
 - As a guide, this should be approximately 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children and 4 hours a day for KS2
 - This work needs to be set by 9:00 on the day required in the event of a known absence communicated to the teacher 24 hours before. The school acknowledges that this may not always be possible and our staff will endeavour to provide appropriate home learning within this timescale.
 - Work should be uploaded on the appropriate remote learning platform – either Tapestry for Early Years and EHCP children if applicable, or Google Classroom for Key Stage 1 and 2 children.
- Work provided during periods of remote education should be of high quality, meaningful, ambitious and cover an appropriate range of subjects as would be delivered during the normal school week.
- For whole school and whole class periods of remote learning, staff will register the whole class in live time with cameras on via Google Meets. Keeping in touch with pupils who aren't in school and their parents over prolonged periods of time is important and in the event of a qualifying reason for absence, staff will facilitate a short Google Meet on the fifth day of absence to check on the welfare of the child and their parent across this time.
- Across prolonged periods of absence, the school's usual communication channels should apply, and parents should contact staff through the office.
- Normal safeguarding protocols will apply throughout, and staff should alert the DSL for non-attendance and any concerns.
- Children are expected to engage with the home learning and attend this each day.
- When delivering live home learning, staff and children should be appropriately attired in clothes. Pyjamas are not appropriate. A suitable venue should be used from which to focus and appropriately deliver the learning and children should mute their microphones unless asked to unmute these by the teacher

delivering the session.

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between their usual working hours across the day.

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 children who are not in school with learning remotely as they would during the normal school week.

If teaching assistants are working in school across any periods of school closure, they will support children and other staff as required by the Headteacher and will have their usual responsibilities during this time.

3.3 Subject Leaders

Alongside their teaching responsibilities, Subject Leaders 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 leaders 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.
- 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 or other equivalents and services.

3.4 SENCOs

Alongside their SENCo responsibilities, SENCOs are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning for children with SEND needs
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent for SEND pupils
- Working with other subject leaders 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 for SEND pupils and providing specific support and feedback to staff to help them in this planning and delivery
- Alerting teachers to resources they can use to teach their subject remotely
- Supporting in the actual delivery and checking on the welfare of children and their parents during any prolonged periods of home learning for SEND needs children

3.5 Senior Leaders

The Headteacher, and in their absence, the Deputy Headteacher, 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 are confident in its use.

Senior Leaders should continue to overcome barriers to digital access where possible for children by, for example:

- Distributing school-owned Chromebooks 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 children on track or answer questions about work, where deemed necessary
- Having systems for checking, ideally on a daily basis, whether children learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

Senior Leaders are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning - through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from children and parents/carers
- 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 education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and children about remote education via this policy and emails as required.
- Working with the catering team to ensure children 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 the safeguarding of all children and staff within the school as aligned to the school's child protection policy.

3.6 IT staff

Our IT technician and IT administrator 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 remote learning systems and flagging any data protection breaches to the data protection officer (DPO) or deputy data protection officer (DDPO)
- Assisting children and parents/carers with accessing the internet or devices

3.7 Children and Parents/Carers

Staff can expect children learning remotely to:

- Be contactable during the school day – although consideration should be given that they may not always be in front of a device for 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 cannot complete work
- Act in accordance with normal behaviour rules of the school and any online safety rules, where applicable

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 is reasonably possible
- Make the school aware if their child is sick or otherwise cannot complete their work
- Seek help from the school if they need it at the soonest opportunity so that solutions can be found.
- Always be respectful when providing any feedback or raising concerns known to staff

3.8 Governing Body

The Governing Body 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:

- Issue in setting work – talk to the Headteacher, Deputy Headteacher or SENCO if applicable
- Issues with behaviour – talk to the Headteacher or Deputy Headteacher
- Issues with IT – talk to the IT administrator
- Issues with their own workload or wellbeing – talk to their line manager or member of Senior Leadership Team, if they are not available
- Concerns about data protection – talk to the data protection officer or deputy 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 explain:

- How they can access the data, such as on a secure cloud service or a server in the School's IT network
- Which devices they should use to access the data – this should be school provided devices where available, rather than personal devices.

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. If 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 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

The same standards and levels of our collective duty of care for safeguarding our children remain during prolonged periods of home learning as during more usual school attendance. It is essential that regular engagement and contact remains in place with any children on school roll across this period.

7. Monitoring arrangements

This policy will be reviewed every three years or sooner if required by the School Business Manager. At every review, it will be approved by the Governing Body.

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
- Online Safety Policy