



Shardlow Primary School



Remote Learning Policy

Approved by:	Full Governors
Date:	February 2023
Review cycle:	Bi-annually



Part of Willows Academy Trust

Aspire, Achieve, Thrive

VERSION CONTROL

[illegible]

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Introduction

At Willows Academy Trust, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018
 - This policy has due regard to national guidance including, but not limited to, the following:
 - DfE (2022) 'Keeping children safe in education'
 - DfE (2022) 'School attendance'
 - DfE (2020) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2022) 'Health and safety: responsibilities and duties for schools'
 - DfE (2018) 'Health and safety for school children'
 - DfE (2016) 'Children missing education'
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - This policy operates in conjunction with the following Willows Academy Trust and school policies:
 - Child Protection and Safeguarding Policy
 - Data Protection policy and Privacy Notices
 - Behaviour Policy
 - Acceptable Use of IT policy

- E-Safety policy
- Online Safety Policy
- Home/School Agreement
- Freedom of Information policy
- Equality and Diversity policy
- Code of Conduct

This policy and procedure will be reviewed every three years or whenever a change in legislation or practice necessitates a review, whichever is sooner.

This policy reflects legislation at the time when it was last reviewed. Any changes in legislation will take precedence over anything printed in the policy.

2. Purpose and Scope

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

This policy applies to all our employees and all members of the school community including parents and pupils.

3. Roles and Responsibilities

a. Board of Directors

The Willows Academy Trust Board of Directors is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required
- Evaluating the effectiveness of the school's remote learning arrangements.

b. Academy Governing Body

The Academy Governing Body is responsible to the WAT Board of Directors 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

c. Headteacher

The headteacher is responsible for:

- Ensuring that staff adhere to the relevant policies at all times and parents and pupils are aware of the relevant policies and their responsibilities.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on a regular basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
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d. Data Protection Officer

The Data Protection Officer (DPO) is responsible for:

- Ensuring that a Data Protection Impact Assessment is carried out on all new software utilised for remote learning provision
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

e. The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL)¹ is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the IT service provider and school IT co-ordinator to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher (if not the DSL) and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.

¹ Usually the headteacher in WAT schools

- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are appropriately recorded and reported.

f. The SENCO

The SENCO (Special Educational Needs Co-ordinator) is responsible for:

- Liaising with the IT service provider and school IT co-ordinator to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with Education and Health Care Plans (EHCPs) continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and Individualised Health Plans (IHPs) .
- Identifying the level of support or intervention that is required while pupils with Special Educational Needs (SEND) learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

g. The IT service provider/IT co-ordinator

The IT service provider and school IT co-ordinator are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.
- Fixing issues with systems used to set and collect work.
- Helping staff and parents 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.

The IT service provider and school IT co-ordinator are not responsible for providing technical support for equipment that is not owned by the school.

h. Staff members

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the headteacher and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the headteacher/DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the IT Co-ordinator.
- Adhering to the Staff Code of Conduct at all times.

i. Parents/carers and pupils

Parents/carers and pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring that their child has access to remote learning material (e-learning or hard copy)
- Seeking help if needed from teachers or teaching assistants
- Ensuring that the schoolwork set is completed on time.
- Alerting teachers if the pupil is not able to complete work
- Reporting any technical issues to the school as soon as possible.
- Reporting any sickness or other absence
- Ensuring their child uses equipment and technology used for remote learning as intended.
- 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
- Adhering to the Home/School Agreement at all times.

j. Teachers

When providing remote learning, teachers must be available between normal school hours. However, as they will also be teaching key worker children in their classes during these hours they will not be expected to respond instantly or provide live online lessons.

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 are responsible for:

Setting work:

- Teachers will provide work for the children in their class, as they usually would. If they sometimes teach children from another class (e.g. in a phonics group) work should also be provided for these children.
- They should aim to provide a similar amount of work to remote learners as those children still attending school, e.g. daily English, maths and foundation subject work as well as two hours of Science per week.
- Online work for the following week will be set by Thursday of the week before. Any amendments in light of formative assessment will be made by 5pm the day before.
- Online work will be uploaded virtually and will include links to other remote learning resources such as Oak Academy, White Rose, BBC Bitesize, etc. Packs will also be available for collection where necessary.
- Where pupils have limited access to devices, school will arrange a loan of equipment. Teachers will ensure as much consistency as possible between remote learners and those still attending school by careful selection of high quality, well sequenced resources.

Providing feedback on work:

- Pupils will upload their work onto the virtual platform and teachers will also be able to use this to provide feedback.
- Feedback should be provided within 24 hours

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

- Vulnerable families will have a contact plan, which details the frequency of contact and their designated point of contact. Staff will also remain contactable via Dojo and teachers should conduct a group wellbeing catch-up with those who aren't in school on a fortnightly basis as a minimum.
- While teachers will endeavour to answer emails or Dojo messages within two working days, there are no expectations on teachers to do this outside of working hours.
- Where parents or pupils have any complaints or concerns, this should be addressed by teachers wherever possible. If this proves to be impossible, then it should be escalated to the head teacher. For any safeguarding concerns, see the section below.

- If children fail to complete work or behave inappropriately on the online systems, parents should be contacted to find out why and further support should be made available if necessary. The FLO can become involved in cases where this happens persistently.

Attending virtual meetings with staff, parents and pupils:

Staff, parents and pupils should adhere to the Shardlow Primary School code of Conduct for Virtual Meetings.

Due to capacity issues caused by providing remote learning and face to face provision, there will need to be flexibility between teachers and teaching assistants to be able to meet the needs of all pupils.

k. Teaching assistants

When assisting with remote learning, teaching assistants must be available for 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:
- Close liaison with teachers will be required to identify any children needing further support.
- This support should be provided via the virtual platform.
- Attending virtual meetings with teachers, parents and pupils:
- Staff, parents and pupils should adhere to the Shardlow Primary School code of Conduct for Virtual Meetings.

Due to capacity issues caused by providing remote learning and face to face provision, there will need to be flexibility between teachers and teaching assistants to be able to meet the needs of all pupils.

l. 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, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

m. Senior leaders

- Alongside any teaching responsibilities, senior leaders are 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 and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4. Resources

4.1 Learning materials

For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past and mock exam papers
- Online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the school will ensure pupils can catch up on these areas of the curriculum when they return to school.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with **Section 9** of this policy.

The arrangements for any 'live' classes/meetings, e.g. webinars, will be communicated via Class Dojo no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

5. Food provision

The school will signpost parents via Class Dojo and the website towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school may make the following provision for pupils who receive Free School Meals:

- Providing vouchers to families
- Offer collection of a free school meal from the school

6. Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign to acknowledge receipt and sign the **Acceptable Use Agreement** prior to commencing remote learning.

7. Online Safety

This section of the policy will be enacted in conjunction with the school's **Online Safety Policy**.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.

- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the headteacher in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

Wherever possible, the school will consult with parents at least one week prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via Class Dojo and the school website about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During a period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.

- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

8. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

The Designated Safeguarding Lead (DSL)/headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL/headteacher will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL/headteacher will arrange for regular contact with vulnerable pupils, as per their communication plan, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on 'My Concern' and suitably stored in line with the DCC Records Management Policy.

The DSL/headteacher will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on 'My Concern' and the records stored so that the DSL/headteacher has access to them.
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the DSL/headteacher, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL/headteacher prior to the period of remote learning where this is deemed to be appropriate.

The DSL/headteacher will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL/headteacher immediately and enter on My Concern in accordance with the Safeguarding procedures.

Pupils and their parents will be encouraged to contact the DSL/headteacher if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

9. Marking and feedback

All schoolwork set through remote learning must be:

- Complete when returned to the relevant member of teaching staff.
- Returned before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Responded to in line with the school Marking Policy
- Returned to the pupil, once marked, by an agreed date.

The school expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email/phone/dojo if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Work that cannot be completed for genuine reasons will be completed when the pupil returns to school.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCO as soon as possible.

10. Health and safety

This section of the policy will be enacted in conjunction with the Willows Academy Trust Health & Safety policy.

Teaching staff will ensure pupils know how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five minute screen break every two hours at the most.

Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the teacher/headteacher or other relevant member of staff immediately so that appropriate action can be taken.

11. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via Class Dojo/email and/or the school website about remote learning arrangements as soon as possible.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within the normal school hours.

Pupils will have verbal contact with a member of teaching staff at least once per fortnight via group meetings.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

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 or SENDCO
- Issues with behaviour – talk to a member of the senior leadership team
- Issues with IT – talk to the IT coordinator
- Issues with their own workload or wellbeing – talk to their line manager/headteacher
- Concerns about data protection – talk to the headteacher/data protection officer
- Concerns about safeguarding – talk to the Designated Safeguarding Lead/headteacher

12. Data Protection

This section of the policy will be enacted in conjunction with the Willows Academy Trust Data Protection Policy.

Staff members will be responsible for adhering to data protection legislation (including General Data Protection Regulations - GDPR) when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' contact details will be regularly reviewed to ensure they are up-to-date in the event of a period of remote learning being required at short notice.

All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the Willows Academy Trust Data Protection Policy.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy, Disciplinary Policy and Procedure or any other relevant school policy.

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

Access the data, using their login for RM Integr8

Only use school devices, such as laptops rather than their own personal devices

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

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

13. Monitoring and review

This policy will be reviewed on a regular basis by the CEO and headteachers of each school within the trust to ensure it meets the needs of each school and reflects up-to-date legislation and DfE guidance.

Any changes to this policy will be submitted to the communicated to all members of staff and other stakeholders.