

Remote learning policy

BORDESLEY GREEN PRIMARY SCHOOL



At Bordesley Green Primary School we care, we create, we champion...
individually we succeed, together we excel.

The following policy aims to ensure that remote learning at Bordesley Green Primary school happens in a way that reinforces the UN Convention on the Rights of the Child. These articles apply to remote learning specifically:

Article 2 – Non-Discrimination.

Article 6 - You have the right to life and survival, and to develop to your full potential.

Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 23 – You have the right to a special education and care if you have a disability.

Article 29 - Your education should help you develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Approved by: Chair of
Governors**

Date: April 2024

**Last reviewed on: 30th
April 2024**

**Next review due by:
April 2026**

Contents

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

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 and 3.30pm.

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:

Teachers need to provide work for children in their year group

EYFS and KS1 should have a minimum of 3 hours work provided and KS2 should have a minimum of 4 hours work provided.

Work should be set on Teams or J2 (KS2). It should be uploaded by 3pm the day before by the Phase Leader and/or Curriculum Leader.

TT Rockstars and My Maths should have work set when children have achieved their set goals.

Clear communication between staff should be maintained through virtual meetings, emails or by phone.

Work provided should be high quality, meaningful, ambitious and cover a range of subjects. Curriculum Leaders will consider whether any aspects of the subject curriculum need to change in order to accommodate remote learning. They will work with teachers to teach their subject remotely to make sure all work set is appropriate and consistent. In addition, they will alert teachers to resources they can use to teach their subject remotely.

The SENCO is responsible for:

- Ensuring that children with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for children with EHC plans.
- Identifying the level of support or intervention that is required while children with SEND learn remotely.
- Ensuring that the provision put in place for children with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Providing feedback on work:

- Where work is completed on J2 and Teams and work uploaded to the year group emails, staff will give feedback

- Weekly calls will provide feedback on TT Rockstars and My Maths
- Feedback should be given within 48 hours unless packs have been returned to school.
If work has been quarantined, this should then take place within 48 hours of the packs coming out of quarantine.

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

- All children who are not in school should be contacted by an adult from school weekly
- Emails from parents should be replied to within 24 hours and only during working hours
- Assistant Head Teachers should be made aware of any parent complaints immediately
- Consistent refusal to complete work should be referred to Assistant Head Teachers

Attending virtual meetings with staff, parents and pupils:

- Ensure you are appropriately dressed for the purpose of the audience
- Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers.

When broadcasting a lesson or making a recording, consider what will be in the background.

- Staff will be required to complete one ½ hour, live daily session on Zoom

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.30pm.

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:

- All pupils who you are directed to work with by your AHT
- Monitoring, supporting and feeding back

Attending virtual meetings with teachers, parents and pupils:

- Ensure you are appropriately dressed for the purpose of the audience
- Teaching Assistants should try to find a quiet or private room or area to talk to pupils, parents or carers.

When broadcasting or supporting a lesson or making a recording, consider what will be in the background

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

- Monitor the remote work set by teachers in their subject according to the monitoring cycle.
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak Academy.

3.4 Senior leaders

The Assistant Head Teachers 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 liaising with teachers and curriculum leaders, reviewing work and feedback from children and parents/carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Training staff (and ensuring staff remain trained and confident) in their use of online digital education platforms.
- Providing information to parents/carers and pupils about remote education via the school website and electronic messaging (eg Ping).
- 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 DSLs are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect children online.
- Identifying susceptible children 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 head teacher and other organisations to make alternate arrangements for children who are at a high risk, where required.
- Identifying the level of support or intervention required while children learn remotely and ensuring

appropriate measures are in place.

- Liaising with relevant individuals to ensure susceptible children receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

3.6 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 remote learning systems.
- Assisting pupils and parents/carers with accessing the internet or devices

3.7 Pupils and parents/carers

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 the teachers
- Seek help if they need it, from teachers and teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with the Behaviour Policy and expectations at all times.

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and establish a routine that reflects the school's routine 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 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:

- Issues in setting work-talk to the AHT for their Phase and/or the relevant Curriculum Leader or SENDCO
- Issues with behaviour-talk to the AHT for the Phase
- Issues with IT-contact the ICT technician
- Issues with their own workload or wellbeing-talk to their line manager

- Concerns about data protection-talk to the DPO
- Concerns about Safeguarding-talk to a DSL.

5. Data protection

5.1 Accessing personal data

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

- Access data using the school's secure network server
- Use secure logins, and school devices where possible, to access the data.

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 in the Fair Processing Notice

<https://www.bordsgrn.bham.sch.uk/wp-content/uploads/2020/03/policy-fairprocessing.pdf>

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

<https://www.bordsgrn.bham.sch.uk/wp-content/uploads/2020/03/policy-safeguarding.pdf>

7. Monitoring arrangements

This policy will be reviewed every two years by the Assistant Head Teachers. 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 and Safeguarding policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy