



# St. John's C of E Primary School

## Remote Learning Policy

School Staff were consulted on this document	<b>Autumn 2024</b>
It was adopted by the Full Governing Body	<b>Autumn 2024</b>
To be reviewed	<b>Autumn 2027</b>

## Changes from previous version

	Throughout the document: <ul style="list-style-type: none"><li>• removing DB Primary and replacing with Teams</li><li>• delete reference to Zoom</li></ul>
2.2	Change SENCo to Assistant Headteacher
7	Updated related policy list

### **Our Vision**

Learn Together • Achieve Together • Celebrate Together  
“and let your light shine” Matthew 5:16

### **Our Mission Statement**

To enable all children to achieve their true potential in a caring Christian community.

### **Our Values**

Respect • Responsibility • Kindness • Truthfulness • Perseverance

### **IMPORTANT NOTICE**

Due to unexpected events our procedures might have to change and our temporary current practices may not truly reflect the content of this policy.

## **Philosophy towards Remote Learning**

St John’s C of E always strives to support our parents and children in the best way possible to make learning purposeful and holistic. Our procedures for Remote Learning will allow staff to keep in daily contact in a professional and confidential manner with their class whilst also prioritising the wellbeing of children, families and teaching staff. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. The time spent providing home-school learning will need to be altered depending on how much teaching the staff are required to do in school.

## **1. Aims**

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils 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. Roles and Responsibilities**

### **2.1 Teachers**

When providing remote learning, teachers must be available during the normal school day.

If they 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 are responsible for:

- Setting work
  - The work set will be relevant to the children’s ages and abilities and take into account children with SEND.
  - Work will be set the day before the children will work on it (if not a live lesson or lesson introduction).
  - A copy of communication by teachers to their classes should be copied to the Head and Deputy Headteachers.
  - There should be one English, one maths and one topic lesson per day. At times the topic lesson may be integrated with English.

- The work set should take approximately 3 hours to cover in KS1 and 4 hours in KS2.
- There will be consistent approach of the number of live lessons across the school.
- Work will be uploaded to Teams for Years 1-6 and Tapestry for EYFS.
- Packs will be provided in KS1 and for children that do not have access to a printer.
- Call parents if children are not completing work set or if their behaviour is unacceptable online.
- If possible 1:1 Teams calls, with pupils, should be conducted through audio only. If video is required the call should be recorded and stored on the school network in line with the Safeguarding and Data Protection Policies.

➤ Providing feedback on work

- Pupils will upload work, if appropriate, to Teams (Tapestry in EYFS)
- Feedback will be shared with pupils via Teams. Teachers may reply in the form of a comment at the end of the work, rewards points or an email. Teachers may Teams call a child or groups of children to give feedback. Teachers or LSAs may make themselves available for children to contact via Teams for the purpose of feedback or to act as a 'helpdesk' for questions about work.

➤ Keeping in touch with pupils who are not in school and their parents

- Daily contact should be made via Teams or live lessons. This may take the form of children posting their work or replying to an email. If a child does not appear to be engaging after two days, a phone call by a staff member will follow.
- Children not accessing remote learning should be considered vulnerable and may be invited to school.
- Teachers should not answer emails from parents outside of working hours.
- Any complaints or concerns shared by parents or children should be referred to the Senior Leadership Team (SLT) in the first instance. (See section below for safeguarding concerns).

➤ Attending virtual meetings with staff, parents and pupils:

- Please continue to dress in accordance with the school dress code
- Avoid areas with background noise and ensure there is nothing inappropriate in the background.

## 2.2 Learning Support Assistants (LSAs)

When assisting with remote learning, LSAs must be available between their normal working hours.

If they 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 assisting with remote learning, LSAs will be directed by the Assistant Headteacher and class teachers and are responsible for:

➤ Supporting pupils who are not in school with learning remotely:

- This will include pupils with special educational needs
- This may include preparing different work for certain children and answering any questions they may have about their home learning.

- If possible 1:1 Teams calls, with pupils, should be conducted through audio only. If video is required the call should be recorded and stored on the school network in line with the Safeguarding and Data Protection Policies.

➤ Attending virtual meetings with teachers, parents and pupils:

- Dress in accordance with the school dress code
- Avoid areas with background noise and ensure there is nothing inappropriate in the background.

## **2.4 SENCo and Wellbeing Lead**

Reasonable endeavours should be made to ensure that all pupils with SEND and EHC plans continue to have their needs met while learning remotely and liaise with the Headteacher and other organisations to make any alternate arrangements for pupils.

Deliver training to LSAs where appropriate and in collaboration with the Assistant Headteacher ensure that LSAs are supporting teachers and students in remote learning.

Support staff to find the most effective ways to support remote learning for children with SEND or with little family support.

Offer support to parents and students in a wellbeing capacity.

## **2.4 Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Liaising with parents and pupils to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made when required.
- Co-ordinating the remote learning approach across the school – The Deputy Head and Headteacher will be responsible for this.
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## **2.5 Designated Safeguarding Lead**

The designated safeguarding lead in school has ultimate lead responsibility for safeguarding and child protection. Their role includes managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained and raising awareness of all safeguarding and child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Children and Families Hub) are made in accordance with current SET procedures. They work with the local authority and the ESCB as required and ensure that information is shared appropriately. The deputy designated safeguarding lead(s) is/are trained to the same standard as the designated safeguarding lead. If for any reason the designated safeguarding lead is unavailable, a deputy designated safeguarding lead will act in their absence. Please refer to the Covid Risk Assessment.

## **2.7 Pupils and Parents**

Parents are expected to ensure that:

- the child / children are appropriately dressed for the interactive lesson/meeting.
- the interactive lesson/meeting takes place in a communal area where it could be overseen by an adult.
- their child / children's behaviour is appropriate whilst attending an interactive lesson/meeting.
- the child / children attend the interactive lesson/meeting.
- they inform the teacher before the interactive lesson/meeting takes place if the child / children cannot attend. The interactive lessons/meetings are treated the same as a school day. Any absences will be checked in line with our school Attendance Policy.
- the child / children are contactable during the school day – although consideration is given that they may not always be in front of a device the entire time.
- the child / children complete work to the deadline set by teachers.
- the child / children seek help if they need it, from teachers or learning support assistants.
- the child / children alert teachers if they are not able to complete work.
- they make the school aware if their child is sick or otherwise cannot complete work.
- they seek help from the school if they need it, e.g. to access technology/help with using technology, or if they have an issue with the work set.
- they be respectful when making any complaints or concerns known to staff.

## **2.8 Governing Body**

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.

## **3. 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, SLT member or SENCO.
- Issues with behaviour – talk to a member of SLT.
- Issues with IT – inform the Headteacher who will pass this onto the IT manager if required.
- Issues with own workload or wellbeing – talk to a member of SLT.
- Concerns about data protection – talk to the data protection lead, or the Headteacher
- Concerns about safeguarding – talk to the Headteacher or Deputy Headteacher

## **4. Data protection**

### **4.1 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. Monitoring the policy**

This policy will be reviewed every three years but when the school has to switch to whole school remote learning (e.g. national lockdown) it will be reviewed every half term by the Deputy Headteacher. At every review, it will be approved by the Headteacher.

## **7. Links with other policies**

This policy is linked to our:

- Behaviour Management Policy
- Safeguarding and Child Protection policy
- Data protection policy and privacy notices
- Computing policy.
- Pupil Code of Conduct
- Parent/Carer Code of Conduct
- Staff A to Z handbook.
- Attendance Policy