

ST JAMES' REMOTE LEARNING POLICY

This policy has the School's Motto at its heart.

Faith in action,

Growing together,

Walking in the footsteps of Christ

The Coronavirus Act 2020 and provision of remote education (England) temporary continuity (no.2) direction expired on 24 March 2022 meaning that schools no longer have a legal duty to provide remote education.

However, we will maintain our capability to deliver high quality remote education in cases where it is not possible for some or all pupils to attend face-to-face education.

This might include:

- occasions when the Head teacher decides that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness that would be well enough to attend school

In these circumstances, pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, we will consider providing remote education equivalent in length to the core teaching pupils would receive in school and this could include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. 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.

Good practice is considered to be:

- 3 hours a day on average across the cohort for KS1, with less for younger children
- 4 hours a day for KS2

We already have remote education plans in place and we can continue to use established remote education plans with which staff, pupils and parents are familiar.

We will therefore:

- continue to use Seesaw for remote education provision to allow interaction, assessment and feedback and we will make sure that staff continue to be trained and confident in its use;
- continue to overcome barriers to digital access where possible for pupils by distributing school-owned laptops accompanied by a user agreement;
- provide 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;
- have systems for checking daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;
- identify the Head teacher as having overarching responsibility for the quality and delivery of remote education.

When teaching pupils remotely, we will continue to consider how to transfer into remote education what we already know about effective teaching in the live classroom. This should include opportunities for regular feedback and interaction with teachers and peers during the school day. We will consider a pupil's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. For example, children in EYFS and KS1 often require high levels of parental involvement to support their engagement with remote education, which can make digital remote education provision a particular challenge for this age group.

Provision for pupils with SEND

If pupils with SEND are not able to be in school and require remote education their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress. We recognise that some pupils with SEND may not be able to access remote education without adult support. We will work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely. The requirement within the [2014 Children and Families Act](#) for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Publishing information about remote provision

To provide clarity and transparency to pupils and parents about what to expect from remote education if it is required, we will continue to publish information about our remote education provision on our website.

Delivering remote education safely

Keeping children safe online is essential. The guidance on [safeguarding and remote education](#) provides the information on what education settings should be doing to protect your pupils and students online.

Recording in the attendance register

We will continue to keep a record of, and monitor pupils' engagement with remote education, but this does not need to be tracked in the attendance register.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning;
 - Set out expectations for all members of the school community with regards to remote learning;
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Roles and responsibilities

Teachers

When providing remote learning, teachers are responsible for:

- Setting work:
 - For the children in their class
 - With 3 or 4 activities or tasks a day in line with the usual timetable and curriculum plans
 - For the next day being set the night before
 - On Seesaw
- Providing feedback on work:
 - With one piece responded to per day via seesaw
- Keeping in touch with pupils who are not in school and their parents:
 - Via Seesaw and by phone calls if children are not engaging with Seesaw
- Attending virtual meetings with staff, parents and pupils:
 - Staff should continue to follow the school dress code
 - Staff should choose appropriate locations and avoid areas with background noise and have nothing inappropriate in the background

Teaching Assistants

When assisting with remote learning, teaching assistants can:

- Support pupils who are not in school with learning remotely in discussion with the class teacher about which pupils they can support and how they should provide the support.

Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

- Considering whether any aspects of their subject needs to change to accommodate remote learning;
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent;
- Monitoring the remote work set by teachers in their subject by regular meetings with teachers or by reviewing the work set;
- Alerting teachers to resources they can use to teach their subject remotely.

The SENCO is responsible for co-ordinating remote learning for children with SEND across the school.

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 or reaching out for feedback from pupils and parents;
 - Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
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Designated Safeguarding Lead

The DSL is responsible for ensuring that the Safe guarding and Child Protection Policy is followed.

The Computing Subject Leader and the ICT contracted staff

The Computing Subject Leader and the ICT contracted staff alongside class teachers are responsible for:

- Helping to fix 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;
- Assisting pupils and parents with accessing the internet or devices.

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 are not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is ill and cannot complete work;
- Seek help from the school if they need it.

Governing Body

The Governing Body 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.

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 leader or SENCO
 - Issues with IT – talk to Computing Subject Leader or contracted ICT staff
 - Issues with their own workload or wellbeing – talk to the HT/DHT
 - Concerns about data protection – talk to the HT
 - Concerns about safeguarding – talk to the DSL
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Data protection

Accessing personal data

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

- access the data on a secure site or the school server
- use school devices, such as laptops. If staff are unable to use these they should seek permission before using 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 will not 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 VPN 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 appropriate safe guarding software
- Keeping operating systems up to date – always install the latest updates

Safeguarding

Staff must follow the Safe guarding and Child Protection Policy.

Monitoring arrangements

This policy will be updated in line with any new developments in the school and/or any new government guidance. This Policy was last reviewed in summer 2022 and it will next be reviewed in summer 2025.

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)

Links with other policies

This policy is linked to our:

- Behaviour policy
 - Child protection policy and the COVID 19 addendum to our child protection policy
 - Data protection policy and privacy notices
 - ICT and internet acceptable use policy
 - Online safety policy
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