| St Thomas à Becket Church of England Federation |
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**Blackboys C.E. School**
**School Lane**
**Blackboys**
**Uckfield**
**East Sussex**
**TN22 5LL**

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ADOPTED SEPTEMBER 2024
REVIEW SEPTEMBER 2027

# Remote Learning Policy

We are a Federation of 2 schools. When the word 'School' or 'Schools' is used is this policy it relates to our Federation of schools, Blackboys and Framfield CE Schools.

Be the Best You Can Be;
Living 'life in all its fullness' (John 10:10)

In our Church of England Federation, we take strength in collaboration, yet celebrate uniqueness. As schools, we may be small but together we encourage children to be the best they can be so they are ready to make their mark on the world. We welcome the child yet embrace the whole family. We celebrate our rural environment yet aspire to look beyond our boundaries. We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness. We all take a pride in our Federation as we follow in Jesus' example.

*We believe that as Jesus the Good Shepherd cared constantly for his sheep and lambs and preserved them from danger, so as Federation members of staff and Leaders we strive to follow his example in caring for our pupils and all in our community, which enables all to "live life in all its fullness" and "Be the best we can be".*

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**Contents**

### 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:

  o Not possible to do safely

  o 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:

  o They have an infectious illness

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- o They are preparing for or recovering from some types of operation
- o They are recovering from injury and attendance in school may inhibit such recovery
- o 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 08:30-15:30.

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

>> For the children in their class only

>> The amount of work they need to provide – note that good practice is considered to be:

- 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

>> When this work needs to be set (15:20 the day before)

>> Where work should be uploaded – if individual children, sent via ParentMail through the office/e-mail; if whole school, via the website.

>> How they should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

> Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects (this may fall under the responsibility of someone else in your school)

>> This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills

>> This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study

> Providing feedback on work:

>> Work will be sent back via e-mail if individual cases or uploaded to the class pages for bigger number absences.

>> Feedback can be given via e-mail or class pages.

>> This feedback should replicate the marking policy – all pieces should be acknowledged that they have been seen, some should be marked in more detail, and some could be self-assessed.

> Keeping in touch with pupils who aren't in school and their families

>> For bigger number absences, daily check-ins and wellbeing sessions should be timetabled to take place via a Google Meet check-in (a virtual registration for example); this would also allow for more peer-on-peer contact too. For individual absences, this should be a case-by-case basis.

> Any complaints or concerns about parents or carers should be followed as per the safeguarding policy – contacting the DSL where necessary.

> E-mailing parents to remind them about the need to complete work – senior leaders can be involved if there is no improvement.

> Attending virtual meetings with staff, parents/carers and pupils:

> Your dress code should be work appropriate.

> The location of your call should be considered too (avoid areas with background noise, nothing inappropriate in the background)

If teachers are delivering remote learning and on-site teaching, some of the above could be covered by teaching assistants.

## 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available consistent with contracts of employment.

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 in direction from the class teacher

> Attending virtual meetings with teachers, parents/carers and pupils:

> Your dress code should be work appropriate.

> The location of your call should be considered too (avoid areas with background noise, nothing inappropriate 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

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- 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

### 3.4 Senior leaders

The headtacher 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.

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 – teacher discussion, monitoring of work, pupil and parent voice
- 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 pupils about remote education available via ParentMail and our website

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> 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 DSL is responsible for:

> Maintaining contact for any children that are currently or have been monitored

> Offering support to parents, alongside the SENCO, for any children that are currently or have been monitored

> Supporting staff with any disclosures made during online sessions

> Monitoring attendance and checking in with any pupils who are persistently absence

## 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're experiencing

> Reviewing the security of remote learning systems and flagging any data protection breaches

> 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 teachers

> Seek help if they need it, from teachers or teaching assistants

> Alert teachers if they're not able to complete work

> Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour 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 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 board 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 relevant subject lead or SENCO

> Issues with behaviour – talk to SLT

> Issues with IT – talk to IT staff

> Issues with their own workload or wellbeing – talk to their line manager

> Concerns about data protection – talk to the headteacher

> 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:

> Use the server either in school or virtually

> Use devices from school to access the data

### 5.2 Processing personal data

Staff members may need to collect and/or share personal data such as e-mail 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 here for Blackboys and here for Framfield.

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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

Please refer to the Online Safety policy and our Safeguarding policy for any concerns relating to safeguarding or you can contact the DSL for any guidance or concerns.

## 7. Monitoring arrangements

This policy will be reviewed every three years or sooner if required by the headteacher. At every review, it will be approved by the full governing board.

## 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

> ICT and internet acceptable use policy

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> Online safety policy

Appendix 1 – Work setting overview

| In the event of a full school closure: | | |
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| Teachers | Parent/carers | Pupils |
| Setting work:<br>• Upload weekly learning platform on the school website by Monday morning. This is to include:<br>  ➢ Daily reading, English and maths tasks. These are to include audio PowerPoints from the class teacher where appropriate.<br>  ➢ Weekly PE (provided by class teachers)<br>  ➢ An overview map of foundations subjects, to include all subjects e.g. RE and RSHE<br>  ➢ Collective worship links<br>  ➢ Links to support websites for parents, e.g. phonics, bitesize, my maths and national oak academy<br><br>• Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery;<br><br>Marking and feedback:<br>• Teachers will feedback and assess work that is emailed in. This will involve the teacher emailing a response back to the child and identifying a few pieces of work to respond to in more detail. The children can identify any pieces of work they are proud of and would like particular feedback on.<br><br>Responding as appropriate to parents and pupils: | • Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc;<br>• Seek help from the school if they need it;<br>• Be respectful when making any complaints or concerns known to staff;<br>• Confirm that they are happy for their child's work to be uploaded to the school website.<br>• To let teachers know if you do not have access to the internet. Some work will be on the internet, some will be paper based.<br><br>• Register your child with the class teacher on a Monday using the class email account.<br>• Check the work set by the teacher. If your child is SEN, look at other year groups and complete this work and contact the class teacher for support.<br>• Support your child in having a place to work and help them plan their day.<br>• Read with your child daily.<br>• Contact the teacher on the appropriate email with any questions about the work set for that day. | • To set themselves up with a space to learn.<br>• To start their school work at 9am.<br>• To complete the daily reading, English and maths task.<br>• To complete one activity from the topic grid each day.<br>• To complete a PE task once a week.<br>• To complete a music task once a week.<br>• To take breaks between each activity.<br>• To complete their work in pencil or blue/black ink. Ensure their handwriting and presentation is to the highest standard.<br>• To inform parent/carer if they need help to do the work and contact the teacher via email. |

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| • Be available by email between 9am and 12pm to answer questions about the work.<br>• Respond to emails within 24 hours (school day).<br><br>If unable to set work due to illness contact the headteacher<br><br>In addition to setting home learning tasks for their class, teacher will also be expected to complete work related to<br>  • Subject lead responsibilities<br>  • curriculum development mapping,<br>  • long term planning<br>  • data input<br>  • resourcing and planning for next term<br>  • updating and developing policies | • To check your child has completed the daily tasks.<br>• Send in work completed by your child twice a week – Wednesday and Friday.<br><br>Please be aware that a teacher may be unable to set work or respond to an email immediately due to being absent/ill. | |