Remote Learning Policy

Upper Nidderdale Primary Federation

Policy:	Remote Education Policy
This Policy was approved:	November 2024
This policy will be reviewed:	September 2025
Governor committee responsibility:	Headteacher

Contents

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. Use of remote learning

At the Upper Nidderdale Primary Federation, we believe that 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

   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 (EHCP) 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 will be available to discuss progress/next steps by arrangement with parents/carers.

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

Class teachers are also responsible for:

- Setting work – this will be approximately 3 hours a day for KS1 – less for younger children.

- Work will be set for approximately 4 hours for Key Stage Two.

- The work will be sent by email via admin. The work provided during periods of remote education will be of high quality, meaningful, ambitious and cover an appropriate range of subjects.

- The work set will consider the needs of individual pupils, such as those with SEND or other additional needs.

- Staff will also consider 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.

- Arrangements will be made, depending on the type of work set, about how the completed work will be sent back to the teacher.

- Feedback will be given to pupils, either by email or phone call three times a week.

- The work will be set by 4pm the day before.

- All communication will be made via admin. Teaching staff will not be expected to answer emails outside of school hours -

3.2 – The CAPSO

- The CAPSO will call the family twice a week to check in and find out how the family are coping, and if there is anything that school can provide to support them.
- The CAPSO will ensure that pupils that are entitles to free school meals are provided with good quality food parcels or food vouchers.

3.3 Learning Support Leaders

Learning Support Leaders may be used to prepare resources or to cover a class (during story or collective worship) while the class teacher is liaising with parents/pupils, setting remote learning activities.

3.4 Senior leaders.

Senior Leaders will 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
- Monitoring the effectiveness of remote learning, including data protection and safeguarding considerations – this will be achieved through regular meetings with teachers and by feedback from pupils and parents/carers.
- Subject Leaders will monitor the quality of work set remotely in their subject.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Ensuring that there are regular wellbeing checks on pupils.
- Investigating any monitoring alerts from the laptops being used at home.
- For ensuring that the Child Protection Policy is adhered to for all pupils, including pupils whom are being educated remotely.

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used.
- Helping staff and pupils/carers with any technical issues that they may experience.
- Reviewing the security of any remote learning systems and flagging any data protection breaches.

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider that they may not be in front of a device the whole time.

- Complete work to the deadline set by teachers.

- Seek help if they need it, from teachers of the CAPSO.

- Alert teachers if they are not able to complete work.

- Act in accordance with the Behaviour Policy and Internet Acceptable User Policy.

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

- Engage with the school and support 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 cannot complete work that has been set.

- Seek help from school if they need it.

- Be respectful when making any complaints or raising concerns.

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 appropriate work – speak to the appropriate subject leader/SENCO.

- Issues with behaviour – speak to the SENCo and CAPSO

- Issues with IT – speak to Schools ICT

- Issues with their own workload or wellbeing – Speak to Executive Headteacher/ Senior Mental Health Leader

- Concerns about safeguarding – speak to a member of the DSL team

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5. Data protection

5.1 Accessing personal data

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

- Explain how to access the work set – email, Teams etc.

- Which devices they should use to access the data – devices provided by the federation

5.2 Processing personal data

Staff members will set work though the admin team, not through their own emails.

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)

> 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

All relevant safeguarding policies will be adhered to.

7. Monitoring arrangements

This policy will be reviewed annually. 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 policy and safeguarding policies

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy