

Bosmere Community Primary School



Remote learning policy

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| Approved by: | Mr Lee Abbott | Date: March 2025 |
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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 a long term 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 **830am and 330pm**

If teachers 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 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 :

Quantity of work to be set:

o 2 hours maximum a day on average across the cohort for Key Stage 1 and EYFS

o 3 hours a day for KS2

Work will be set for the cohort before 930am

Work will be uploaded to Class Dojo.

Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects

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

Teachers will monitor the submissions from children and provide feedback on Class Dojo by 3.30pm

Keeping in touch with pupils who aren't in school and their parents via Class Dojo between 8.30am and 3.30pm

Safeguarding concerns should be referred directly to the DSL via MyConcern.

Concerns over lack of pupil engagement will be addressed first to parents, then referred to the Senior Leadership Team.

If there is a prolonged use of remote learning, teachers must ensure they have one visual interaction with the child, or class, each week.

Attending virtual meetings with staff, parents/carers and pupils

Dress as you would in school

Ensure virtual meetings are conducted in a room that presents an appropriate professional image of the teacher and the school with no location identifying features

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their timetabled working hours each day.

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 they would normally support in school, who aren't in school, with learning remotely - Class Dojo should be used.

- attending virtual meetings with teachers, parents/carers and pupils

- dressing as they would in school

- ensuring virtual meetings are conducted in a room that presents an appropriate professional image of the adults and the school with no location identifying features.

3.3 Subject Leads (under the guidance of Headteacher or Curriculum Lead)

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum in each year group 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 senior leaders to make sure work set remotely across all subjects is appropriate and consistent

- Monitoring the remote work set by teachers in their subject via Class Dojo

- 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 Headteacher and Curriculum Lead) 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
- 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 – specify if you will do this on your website or via email

The SENDco will monitor the provision for pupils on the SEN register including those with EHCPs

3.5 Designated safeguarding lead (DSL)/PSO

The DSL/PSO is responsible for:

- 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
- Doing in person or virtual visual checks on pupils who are classed as vulnerable each day and recording a record of this interaction on CPOMS. Concerns about the safeguarding or wellbeing of pupils will be referred to MASH or social workers without delay.

3.6 IT staff (Wildwater)

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 on school owned devices
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet on school owned devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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

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 Local Governing Committee

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 – Subject Leaders

Issues in setting work for SEND - SENDco

Issues with behaviour or incomplete work– Headteacher

Issues with IT – Deputy Headteacher in the first instance, Wildwater, then Office Manager

Issues with their own workload or wellbeing – Headteacher

Concerns about data protection – Office Manager

Concerns about safeguarding – DSL

5. Data Protection

5.1 Accessing personal data

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

- Access platforms via the School's secure devices.
- Use school allocated devices.

5.2 Processing personal data

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)

Accessing apps and internet via the school's devices and Trust cloud.

Making sure the device locks if left inactive for a period of time (windows, L)

Not sharing the device among family or friends Keeping operating systems up to date – always install the latest updates

6. Monitoring

This policy will be reviewed when changes are required. At every review, it will be approved by the Local Governing Committee.

7. Links with other Policies

This policy is linked to our:

Relationships policy

CETT Safeguarding Policy

CET Data protection policy and privacy notices

CET ICT and internet acceptable use policy