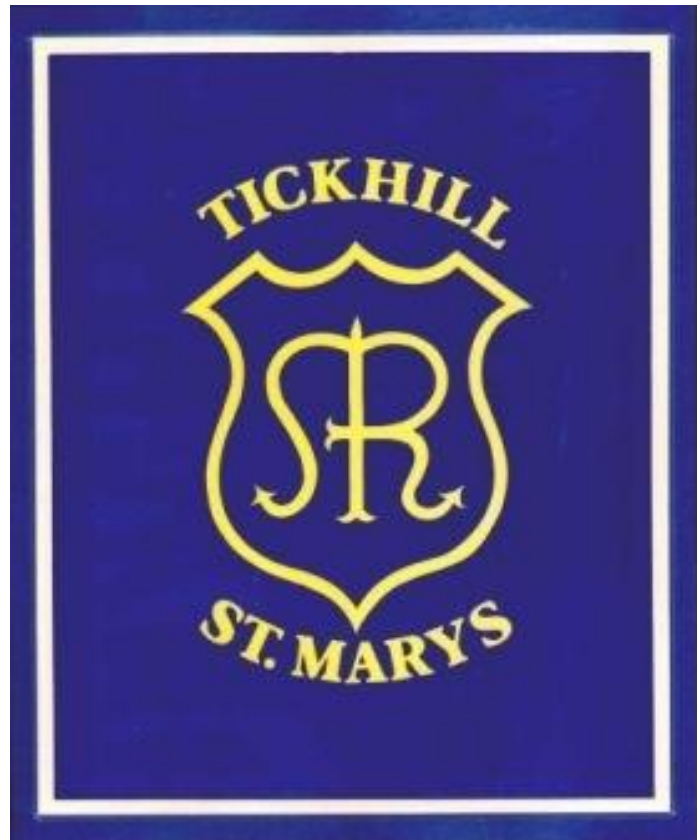


St Mary's C.E. Primary and Nursery School



Remote Learning Policy

Growing together, learning together

Monitoring and Review

It is the responsibility of our governing body to agree and monitor our policies. The Curriculum and Standards Team has this responsibility, though the day to day management of it is devolved to the Head Teacher.

As with all our policies, this was developed following a period of practice and consultation before being presented for Governors' consideration.

R Kendrew-Jones

Mission Statement

'Here at St Mary's Church of England Primary School, through our Christian values, we aspire to nurture and educate the whole child: caring for their well-being, celebrating their individual talents and abilities whilst encouraging them to become lifelong learners. It is our aim that children, parents and school staff should work together towards this end.'

Equal Opportunities

At Tickhill St Mary's School we are committed to giving all our children every opportunity to achieve the highest of standards. We acknowledge the right of every individual to be treated fairly and with respect regardless of appearance, age, race, gender identity, background, creed, attainment, ability or sexual orientation. We aim to fulfil this ideal through our policies and practice.

Christian Ethos

Tickhill St Mary's School is a Church of England School and, as such, we ensure that the Christian ethos is central to all our policies and practice.

Safeguarding Statement

St Mary's Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment.

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 an 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
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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 normal school hours. 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
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
- Providing feedback on work
- Keeping in touch with pupils who aren't in school and their parents
- Attending virtual meetings with staff, parents/carers and pupils

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their contracted working hours.

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 should communicate with teachers to identify their role to support with remote teaching each day.

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
- Alerting teachers to resources they can use to teach their subject remotely
- Reporting to senior leaders and governors as requested.

3.4 Senior leaders

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 are also 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/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Ensuring that all staff are aware of the safeguarding procedures in place during remote learning
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
- Liaising with IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online
- Identifying vulnerable pupils who may be at risk if they are learning remotely
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the DDSs and other organisations to make alternative arrangements for pupils who are at high risk, where required

- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working
- Ensuring all safeguarding incidents are adequately recorded and reported.

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 Governors

The Governors are 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
- Ensuring that staff wellbeing is not adversely affected whilst delivering remote learning due to workload and their own caring commitments

4. Data protection

4.1 Accessing personal data

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

- Access personal data via CPOMS in order to contact parents/carers as required
- Staff should only use devices that are secure and, where possible, be provided by the school

4.2 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 won't need to give permission for this to happen.

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.

4.3 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 update