St Clement’s C. of E. Primary School



Remote Learning Policy – Reviewed November 2024

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*****“With Faith, Hope and Love We Can Achieve Greater Things.”***

***“Love is patient and kind. Love is not jealous or boastful or proud or rude. It does not demand its own way. It is not irritable, and it keeps no record of being wronged. It does not rejoice about injustice but rejoices whenever the truth wins out. Love never gives up, never loses faith, is always hopeful, and endures through every circumstance. Three things will last forever- faith, hope and love- and the greatest of these is love.” 1 Corinthians 13:4-7 New Living Translation***

**Vision Statement:**

At St Clements, we aim to ensure that everyone thrives within our caring Christian community.

We will use our Christian Values and Bible verse to provide hope during difficult times, gain strength from our faith and ensure love guides us, as an inclusive school family, in all of our actions.

**Our Christian Values: (Guiding our Thinking and Behaviour)**

**Love- (Core Value that all of our 6 Values Flow):**

**Faith**

**Hope**

**Respect**

**Compassion**

**Forgiveness**

**Thankfulness**

**DDA STATEMENT**

At St. Clement’s we will aim to:

* **Promote equality of opportunity between disabled people and others.**
* **Eliminate discrimination that is unlawful under the Act.**
* **Eliminate harassment of disabled pupils that is related to their disabilities.**
* **Promote positive attitudes towards disabled people.**
* **Encourage participation by disabled people in public life.**
* **Take account of a disabled person’s disabilities, even when that involves treating a disabled person more favourably than another person.**

**Rights Respecting School Link to Articles:** 1, 2, 3, 13, 28, 29, 31

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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 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

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 8.30am and 3.40pm unless on a designated task (E.g PPA, training etc) At St. Clements, we have set out the average time that children will be expected to take part in remote learning. These are:

* Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
* Key Stage 2: 4 hours a 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 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

	+ Teachers should set work for children in their class that they are responsible for. The work set by teachers will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. To do this, we will make use of a number of ready- prepared high quality online materials (drawing on units from the national Oak Academy that fit with our school curriculum) and supplement these with our existing subscription packages (eg Times Tables Rockstars, Phonics Play etc) which children are familiar with.
	+ Where possible, this work needs to be set by 9am on the first day of a child’s absence. This should be done onto Class Dojo in the first instance. If a parent/carer requests for paper copies of work then this should be prepared and left at the office for them to collect when convenient.
* 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 should provide feedback on a child’s work in line with the school marking and feedback policy. The type of feedback with depend on how the child has accessed their home learning. If a teacher requires clarification on how to share feedback with a child, they should consult their phase leader or member of SLT.
* Keeping in touch with pupils who aren’t in school and their parents (note you should consider pupils’ age and stage of development or need here, for example, children in KS1 or younger may need more parental involvement than older pupils)

	+ If any member of staff is worried about a lack of engagement with certain children, then they may decide to phone the family to ask about the children’s welfare and whether they are accessing the work set or inform the designated person safeguarding team who can also follow up on certain families. These conversations should be documented in the usual way on CPOMS.
	+ If staff do not have any contact with the family for several days, school should do what they can to get in contact with them. This can be an informal message on Class Dojo in the first instance. If this is not responded to, then staff should ask the office to ring the family to see how they are and if the homework is being completed. If a whole bubble has to shut, then the above will need to happen for key children. In the case of a whole school closure, teachers should keep a record of children they have had no contact with – Class Dojo is an easy example of this. If they have not heard from a child for over a week, staff should ring the family to check everything is well by the end of the second week of no communication. E.G School is closed on the first of the month and the child was seen on this day. If there has been no contact by the 7th, then staff should ensure they make contact by the 14th at the very latest. The reason for this time frame is to ensure that staff have time to contact families in the time they are in school. However, there may be occasions when staff are unable to contact families due to not being in school (EG isolating themselves etc.) In these cases, teachers will ensure that they have passed on this information to their phase leaders to contact the families on their behalf.
	+ Communication between staff and pupils / families must be through the authorised school systems above and not through personal email or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements.

**3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available 8.30am and 3.40pm unless on a designated task (E.g PPA, training etc)

When assisting with remote learning, teaching assistants are responsible for:

* Supporting the class teacher in regard to the tasks as set out in 3.1.

**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**

CT has overarching responsibility for the quality and delivery of remote education, however any member of SLT can give advice and support to staff in regards to remote learning.

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 (CT in the first instance)
* Monitoring the effectiveness of remote learning – such as 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
* 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
* 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 and Deputy DSL’s are responsible for:

Ensuring due consideration is put in by staff before sharing photo or video as to whether there are any issues regarding reputation, professional conduct, online safety or other safeguarding.

**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 to the data protection officer (DPO)
* 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

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 – Class Dojo is our main method of communication between school and families and is used for posting daily timetables and text, worksheets and powerpoints, video and photo updates between staff and families. [www.classdojo.com](http://www.classdojo.com)

Differentiated maths activities can be assigned and completed through Mathletics (Whole School) [www.mathletics.com/](http://www.mathletics.com/) and Times Tables Rock Stars (Year 2 to 6) <https://ttrockstars.com/>. As a school, we also have access to Premium White Rose Resources <https://whiterosemaths.com/resources/> and <https://mathsnoproblem.com/>.

The Oak National Academy are continuing to provide online learning for all Primary phases and across an increasing number of subjects. <https://www.thenational.academy/>

We may try and make use of other subscriptions as time goes on. Further details will follow as necessary. If you require login details for any of these, please get in touch with your child’s class teacher via Class Dojo.

* 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 CT/relevant phase leader
* Issues with IT – SJN
* Issues with their own workload or wellbeing – talk to their line manager/member of SLT
* Concerns about data protection – JP
* Concerns about safeguarding – talk to JP, CT, TOC, LS, AS

**5. Data protection**

**5.1 Accessing personal data**

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

* Avoid using personal devices and should only use school provided equipment.
* **5.2 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. The school will follow its data protection policy / privacy notice in terms of handling data.

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**

Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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**

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the child’s class teacher and school’s Online Safety Lead (Mr Nield) as normal. Parents can do this through Class Dojo messaging or by phoning the school office.

The following websites offer useful support:

• [Childline](https://www.childline.org.uk/) - for support

• [UK Safer Internet Centre](https://www.saferinternet.org.uk/) - to report and remove harmful online content

• [CEOP](https://www.ceop.police.uk/safety-centre/) - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

• [Internet matters](https://www.internetmatters.org/) - for support for parents and carers to keep their children safe online

• [Net-aware](https://www.net-aware.org.uk/) - for support for parents and careers from the NSPCC

• [Parent info](https://parentinfo.org/) - for support for parents and carers to keep their children safe online

• [Thinkuknow](https://www.thinkuknow.co.uk/) - for advice from the National Crime Agency to stay safe online

If parents have any safeguarding concerns that need discussing, they can contact us through the usual channels and one of our Safeguarding Leads will get in touch.

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

**7. Monitoring arrangements**

This policy will be reviewed annually by CT.

**8. Links with other policies**

This policy is linked to our:

* Behaviour policy
* Safeguarding / Child Protection Policy
* Online Safety Policy / Acceptable Use Agreements
* Code of Conduct Policy
* Guidance For Safer Working Practice For Those Working With Children Data Protection / GDPR Policy