

Hose Church of England Primary School



Remote Learning Policy

"Whatever you do, work at it with all your heart" Colossians 3.23.

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Policy written by: Headteacher

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Statement of Intent

At Hose Church of England Primary School, we understand the need to continually deliver high quality education, including during periods of remote working due to the Covid-19 pandemic – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

If a child is absent due to a short term, day to day illness schools expect children to be at home recovering. There is no legal requirement to provide work in these circumstances. However, the school will work with parents and the Local Authority to support children who may have longer term medical conditions to ensure they do not fall behind and to support successful re-integration to full time education when it is deemed appropriate.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning

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.

Roles and responsibilities

1.1. The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.

- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.

1.2. The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- 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 headteacher and other organisations to make alternate arrangements for pupils who are at a 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.

1.3. The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHCPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

1.4. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.

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- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.

- Adhering to the Staff Code of Conduct at all times.

1.5. Parents are responsible for:

- Adhering to this policy during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during.
- Reporting any absence
- Ensuring their child uses the equipment and technology used for remote learning as intended.

1.6. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set. Ensuring they use any equipment and technology for remote learning as intended.

Contingency planning

The school will work closely with the LA to ensure the premises is compliant with current health and safety legislation, and will complete all necessary risk assessments.

The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.

The school will communicate its plan for closure with parents as soon as practicably possible.

Resources

Learning materials

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work packs
- Email
- Learning portals e.g. Tapestry
- Educational websites
- Reading tasks
- Pre-recorded videos/Live lessons
- Virtual platforms such as Teams

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school, provided that school is open and not in full lockdown. Should full lockdown occur, the school will endeavour to provide a pack of work for those who need it.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The SENCO will liaise with their teaching colleagues to arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops/iPads.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work.

The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

Online safety

This section of the policy will be enacted in conjunction with the school's suite of Online Safety Policies.

Where possible, all interactions will be textual and public.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection Policy

The DSL will arrange for regular contact to be made with the parents or carers of vulnerable pupils, prior to the period of remote learning.

Phone calls made to the parents or carers of vulnerable pupils will be made using school phones where possible.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.

Marking and feedback

All schoolwork completed through remote learning due to self-isolation periods must be:

- Finished and returned to the relevant member of teaching staff if it is paper based or through an online learning platform that allow submission back to the teacher.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Members of staff will respond to work completed through positive comments and by feedback regarding areas for improvements or next steps where appropriate.

All schoolwork completed through remote learning must be:

- Completed by pupils during an appropriate time period and where activities can be returned to teachers they will be submitted on time.

- Parents will engage with teachers through email or Tapestry, showing examples of the work that their children have undertaken by uploading some pictures. These will be acknowledged by the class teacher e.g. through a response email, through a collaborative Teams meeting, or a reply via Tapestry.
- Learning packs should be returned to the class teacher once the school reopens.

The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

Health and safety

If using electronic devices during remote learning, pupils will be encouraged to take a thirty-minute screen break every two hours.

Screen break frequency will be adjusted to ten minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

School day and absence

Pupils are expected to engage with remote learning on a daily basis but timings will need to be flexible as this is dependent on access to home ICT equipment and parent/guardian work commitments.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via email and Tapestry about remote learning arrangements as soon as possible.

The headteacher will communicate with staff as soon as possible via email or phone about any remote learning arrangements.

Members of staff involved in remote teaching will ensure they have access to school emails during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

As much as possible, all communication with pupils and their parents will take place within school hours.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue if it is within their power to do so.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Returning to school

The Headteacher will ensure pupils only return to school when it is safe for them to do so.

After a period of absence or school closure, the Headteacher will inform parents when their child will return to school.

The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

Considerations/Limitations

It is recognised that there are possible issues that we may face as a school that may hinder our ability to meet all of the above. The school will, however, endeavour to meet its duties of providing an accessible education for all through communication with parents, carers and members of staff.

Indicated below are some of the factors that may hinder provision:

- Teachers and other members of staff themselves may be unwell
- Families may not have the right devices or enough devices at home for their family
- Communication details for parents and carers may not have been updated
- Staff work life balance may be affected by blended learning e.g. teachers performing their normal roles inside of school whilst also providing appropriate learning materials for children at home
- Blended learning may not be possible due to filming restrictions on certain children
- Disruption to learning for children who are self-isolating due to home learning materials not being the same as those taught in the classroom
- Families cannot print out worksheets
- Work set might be too paper based or rely too much on screen time
- Monitoring children's work levels whilst at home

Monitoring and review

This policy will be reviewed regularly by the Headteacher.

Any changes to this policy will be communicated to all members of staff and other stakeholders.