St Michael's
C.E. Primary School

Remote Learning Policy

Date	December 2024
Date for Review	December 2025

Our Theologically Rooted Christian Vision

<u>Courage to Flourish in the Love of God</u>

'I have come that [you] may have life, and have it to the full' (John 10:10)

[Therefore],

'Be strong and courageous… the Lord your God will be with you wherever you go.' (Joshua 1:9)

These biblical texts underpin our vision summary, 'Courage to flourish in the love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values.

Our Core Christian Values

Value	Biblical texts that underpin our values
COURAGE	Philippians 4:13 'I can do all things through him who strengthens me.'
HOPE	John 1:5 'The light shines in the darkness, and the darkness has not overcome it.'

LOVE · FORGIVENESS	1 Corinthians 13:4-8 'Love is patient and kind… it does not rejoice at wrongdoing but rejoices with the truth.' 1 John 1:9 'If we confess our sins, he is faithful and just and will forgive us'
TRUST	Proverbs 3:5-6 'Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.'
COMMUNITY	Hebrews 10:24 'Let us be concerned for one another, to help one another to show love and to do good.'
THANKFULNESS	1 Thessalonians 5:18 'Be thankful in all circumstances, for this is God's will for you'

At St. Michael's Church of England Primary School, we understand the need to continually deliver high-quality education, including during periods of remote working – 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. 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.

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.

- 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 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.

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 are preparing for or recovering from some types of operation.
  ➢ They are recovering from injury and attendance in school may inhibit such recovery.

The school will consider providing pupils with remote education on a case-by-case basis.

3. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 8.30 am and 4.30 pm. 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 are responsible for:

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable (within 48 hours), 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

- Setting work each day for their class/any children.

- This work needs to be set by 7.00am each day (allowing working parents to access it).

- Work will be loaded onto Microsoft Teams each day for the majority of pupils However, may be sent via Arbor if it is for just one child. This will be loaded by 7.00am each day.

- The work will be a mixture of the PowerPoints that would have been used in class, lessons from Oaks Academy, live lessons, pre-recorded videos, Little Wandle phonics videos, reading books, online quizzes, 1:1 remote reading sessions, Numbots, Times Tables Rockstars and Spelling Shed.

The lessons provided must follow the 'normal' curriculum as closely as possible

- For children who do not have access to electronic devices at home, paper copies of work will be provided. Families will be expected to send someone who isn't isolating to collect this work.

- Children will be expected to collect and return this work weekly. The class teacher will provide feedback.

- For Health and Safety reasons, teachers will leave work for 5 days before marking if needed.

- Teachers will make sure that reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

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

- Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Where appropriate, teachers will provide live lessons to support the children's understanding and learning.

Live streaming of lessons

- When teachers are live streaming lessons, they need to send out a timetable to parents that stipulates when these lessons are taking place and what activity they are covering (this will be done via Microsoft Teams).

- If teaching is taking place from their place of living, teachers must teach with a blurred background on their screen.
- Where teachers pre-record lessons, they will ensure they will have a blurred or blank background.

Providing feedback on work

Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

- Staff will give feedback to children via Microsoft Teams. This will be a combination of individual / group feedback. • Automatic feedback from digital platforms, e.g. quizzes.
- Through whole class discussions.
- Verbally via Microsoft Teams or during live lessons.
- Staff will load resources for children / parents to self-mark where applicable.
- The teachers are also available online throughout the day to answer questions.

Each teacher will ensure that feedback is provided for all the work that is presented to them.

Keeping in touch with pupils who aren't in school and their parents

- Daily live lessons (where appropriate).
- Weekly phone calls home.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teachers will respond to queries between 8.30 am and 4.30 pm. They will aim to respond to all queries on the day that they are sent.
- If a parent/carer makes a complaint this will be dealt with by the teacher initially and only escalated to a member of the SLT if they are not able to deal with it. If parents/carers want to take the complaint further they will be referred to the complaints policy on the website.

Attending virtual meetings with staff, parents and pupils

- All staff will dress appropriately following the school's dress code.
- If staff hold virtual meetings or record videos, they will make sure that they are in an appropriate place, avoiding background noises and in front of a blank background.
- All meetings will be recorded.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30 am and 3.30 pm (full time). Teaching Assistants who work part-time should be available during their working hours.

If they 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely.
- Teaching assistants will contact pupils whilst the teacher is teaching to support them with their learning.
- Teaching assistants will be directed by the class teacher or SLT to contact pupils that require support.
- Support will be provided via both Microsoft Teams and telephone.

Attending virtual meetings with teachers, parents and pupils
- All staff will dress appropriately following the school's dress code.
- If staff hold virtual meetings or record videos, they will make sure that they are in an appropriate place, avoiding background noises and in front of a blank background.
- They will ensure that all meetings are recorded.

Subject Champions

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.

SENCo

The SENCo is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- 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 alternate arrangements for pupils with EHC plans.

- 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.

- SENCo – will co-ordinate and set work for children with SEND and on the continuum across the school.

Headteacher and Senior leaders

Alongside any teaching responsibilities, the headteacher and senior leaders are 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 and reaching out for feedback from pupils and parents.

- Monitoring the remote learning weekly.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

- 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.

They are also responsible for:

- 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.

Designated safeguarding lead (DSL)

The DSL is responsible for:

- Contacting children who are identified as vulnerable and are not in school.

- Dealing with any safeguarding concerns.

- Keeping in touch with external agencies.

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.

- Liaising with the ICT 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 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.

See also Child Protection and Safeguarding Policy

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.

The Data Protection Officer

The Data Protection Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.

- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.

- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

Pupils and parents/carers

Staff can expect pupils learning remotely to:

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

- Complete work to the deadline set by teachers.

- Take regular screen breaks • Only communicate through approved school portals or platforms (Microsoft Teams) and do not discuss personal matters.

- Use classroom language.

- Always conduct video leaning in an open space at home.

- Seek help if they need it, from teachers or teaching assistants.

- Do not share passwords or other sensitive information online.

- Look after their mental health and wellbeing.

- Alert teachers if they're not able to complete work.

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

- Make the school aware if their child is sick and/or can't complete work.

- Seek help from the school if they need it. For example – reset passwords/links.

- Be respectful when making any complaints or concerns known to staff.

- To take an active interest in their child's learning and help support them whenever they need help.

- Monitor their child's communication and online activity. Encourage them to remain polite, remember their manners and not to post or send any negative comments.

- Establish a daily schedule and routine.

- Ensure their child's learning device is in a public space in the home (not in a bedroom).

- Ensure their child only uses official school communication channels.

- Maintain feedback with teachers.

- Encourage screen breaks away from devices - keep a check on their time online or encourage them to get some fresh air/exercise.

- Implement safety controls and privacy restrictions on apps and software.

- Monitor their child's wellbeing and mental health. Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while.

- Pupils are expected to engage in lessons posted by their teacher on Microsoft Teams.

- Meeting deadlines for submitting work.

- Sign the terms and agreements document to allow their child/ren to attend the live lessons and then abide by the rules.

Online safety

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

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.

- Wear suitable clothing – this includes others in their household.

- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.

- 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 video material without permission.

- Ensure they have a stable connection to avoid disruption to lessons.

- Always remain aware that they are visible.

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.

- Pupils not using devices or software as intended will be disciplined in line with the Positive Relationships and Behaviour Policy.

- 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.

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.

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 the phase leaders or SLT.

- Issues with IT – follow procedures for reporting issues to the IT department.

- Issues with their own workload or wellbeing – talk to the Headteacher.

- Concerns about data protection – talk to the data protection officer.

- Concerns about safeguarding – talk to the DSL.

5. Data protection

Accessing personal data

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

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

- Staff will collect and/or share as little personal data as possible online.

- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching. •

- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

- All contact details will be stored in line with the Data Protection Policy.

- The school will not permit paper copies of contact details to be taken off the school premises.

- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

- Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

- Any intentional breach of confidentiality will be dealt with in accordance with the school's Positive Relationships and Behaviour Policy or the Disciplinary Policy and Procedure.

- Staff must inform parents and pupils at the beginning of every live streaming session that the session is being recorded. Consent is not required from adults to record these lessons. The reasons for recording are so children who missed the live session for any reason can access the learning and so that the school leaders can randomly sample recorded lessons in order to safeguard pupils and staff and to ensure policies are being followed.

Processing personal data

Staff members may need to collect and/or share personal data 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, which can be found: https://bdmat.org.uk/privacy-notices

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.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

- The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

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

- Phone calls made to vulnerable pupils will be made using school phones where possible. Where this is not possible the person making the call with use 141 or no caller ID.

- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

- All contact with vulnerable pupils will be recorded on CPOMs.

- 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 CPOMs and the records stored so that the DSL has access to them.

- Actively involve the pupil.

- Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

- Via school email address.

- 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.

- The school will also signpost families to the practical support that is available for reporting these concerns.

Communication

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

- The school will communicate with parents via Arbor and the school website about remote learning arrangements as soon as possible.

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

- Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls 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.

- Members of staff will have contact with their line manager once per week.

- 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.

- 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.

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.

- Making sure the device locks if left inactive for a period of time.

- Not sharing the device among family or friends.

7. Monitoring arrangements

This policy will be reviewed by the SLT. At every review, it will be approved by the LAB.

8. Links with other policies

This policy is linked to our:

- Positive Relationships and Behaviour policy

- Child protection and Safeguarding Policy

- Data protection policy and privacy notices

- Home-school agreement

- ICT and internet acceptable use policy

- Online safety policy

- Accessibility Policy

- Curriculum Policy

- Assessment Policy

- Health and Safety Policy

- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct