

# The Priory CE VA Primary School

*Inspiring a generation to learn, flourish and achieve in a caring, Christian community.*



## Remote Learning Policy

Online Safety Policy			
<b>Approval</b>	Board of Governors	<b>Chair</b>	Geoff Tabor
<b>Headteacher</b>	Sarah Richardson	<b>Ratified</b>	06.11.24
<b>Date of Last Review</b>	September 2021	<b>Date of This Review</b>	November 2024
<b>Date of Next Review</b>	November 2027	<b>Maintenance</b>	HT / AHT

November 2024	Full policy rewrite by MM utilising template from The Key and based on latest guidance. Adaptations made throughout to ensure policy applies in generic circumstances, no longer specific to COVID scenarios.
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## 1. Policy Purpose

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

As far as practically possible, existing school policies (e.g. Behaviour Policy, Child Protection Policy, Data Protection Policy, Online Safety Policy) continue to apply and be adhered to throughout a period 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.

The school 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 or 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, or 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.

### 3. Roles and Responsibilities

During a period of remote learning, the following roles and responsibilities will be fulfilled:

Headteacher and Senior Leaders	Teaching Staff
<ul style="list-style-type: none"> <li>● determine whether remote learning provision should be provided for individuals / classes / the whole school</li> <li>● coordinate the remote learning provision across the school</li> <li>● ensure an appropriate digital platform for remote provision is in place and staff are confident and competent in its use</li> <li>● reduce and remove barriers to participation in remote learning, e.g. distributing school-owned laptops accompanied by a user agreement, providing printed resources</li> <li>● have a system for checking engagement in remote learning provision</li> <li>● support teaching staff in the delivery of remote learning, e.g. sharing resource ideas, monitoring consistency and suitability</li> <li>● monitor the functionality and security of remote learning platforms</li> <li>● provide information to parents / carers / pupils about remote education</li> <li>● work 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</li> </ul>	<ul style="list-style-type: none"> <li>● be available during normal working hours - if they are unable to work, the normal absence procedure should be followed</li> <li>● set and facilitate remote learning activities in accordance with the remote learning plan outlined below</li> <li>● set and facilitate remote learning activities which continue the delivery of the school's core curriculum as far as is practically possible</li> <li>● continue utilising assessment and feedback techniques on remote learning activities as far as is practically possible</li> <li>● monitor attendance and completion of remote learning activities</li> <li>● follow the Acceptable Use Agreement as outlined in the Online Safety Policy</li> </ul>
	Support Staff
	<ul style="list-style-type: none"> <li>● be available during normal working hours - if they are unable to work, the normal absence procedure should be followed</li> <li>● support the provision of remote learning, normal function and / or a return to normal function, in line with existing job description, as far as is practically possible</li> </ul>
Designated Safety Lead (DSL)	Pupils and Parents / Carers
<ul style="list-style-type: none"> <li>● uphold the school's Child Protection Policy</li> <li>● monitor the engagement of children / families identified in remote learning, and make contact with these individuals / families regularly</li> </ul>	<ul style="list-style-type: none"> <li>● be contactable during the school day</li> <li>● complete work to the deadline set by teachers</li> <li>● seek help if they need it</li> <li>● act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)</li> <li>● 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</li> <li>● make the school aware if their child is sick or otherwise can't complete work</li> <li>● follow the Acceptable Use Agreement as outlined in the Online Safety Policy</li> </ul>
Governing Body	
<ul style="list-style-type: none"> <li>● monitor the school's approach to providing remote learning to ensure education remains of as high a quality as possible</li> <li>● ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons</li> </ul>	

## 4. Remote Learning Provision

Remote learning provision, as far as is practically possible, will be offered in line with the following scenarios. Provision may be adapted by the Headteacher depending on the circumstances in which remote learning is taking place.

Individual Remote Learning	Class / School Remote Learning
<p>The school intends for remote learning provision to be available the day (Day 1) following the decision to provide remote learning by the Headteacher (Day 0). This may not be possible depending on the circumstances of the decision.</p> <p><i>If notification / decision is made after the end of the working day (Day 0), full remote learning provision will begin after the subsequent working day (i.e. on Day 2) in order to allow setup and familiarisation training to take place. In this case, a generic work set for Day 1 will be uploaded at 8:00 a.m. on Google Classroom to direct families to learning activities such as reading and online platforms such as Times Table Rock Stars and Numbots.</i></p>	
<ul style="list-style-type: none"> <li>● Teaching materials, including video explanations (e.g. those provided by Oak National Academy) where possible.</li> <li>● Learning will follow the remainder of the class's learning / the existing school curriculum as far as is practically possible.</li> <li>● If possible, physical resources will be sent home to support learning (e.g. MNP Workbook, CGP workbooks, exercise books and stationery). The school may also be able to provide support in accessing online materials (e.g. Chromebook loans).</li> <li>● Learning activities will be set as assignments on Google Classroom for pupils to 'turn in'. Teachers will then provide feedback on learning.</li> <li>● Adaptations to support children with additional needs or challenges accessing remote education will be made where practically possible. This includes adaptations, in consultation with the local authority if appropriate, to ensure statutory responsibilities, such as those outlined in EHC Plans, continue to be followed.</li> </ul>	
<ul style="list-style-type: none"> <li>● Work uploaded at 8:00 a.m. on Google Classroom for completion throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>● Work uploaded at 8:00 a.m. on Google Classroom</li> <li>● Google Meet Registration &amp; Lesson 1 (likely to be Mathematics in addition to registration).</li> <li>● Google Meet Lesson 2 (likely to be English plus an explanation of further tasks).</li> <li>● Google Meet whole class / school gathering (worship opportunity / story time / wellbeing and personal development activity).</li> </ul>

## 5. Safeguarding

During a period of remote learning, staff are expected to maintain safeguarding procedures as outlined in the Child Protection Policy as far as is practically possible.

When remote learning provision is enacted:

- All are expected to comply with the existing Acceptable Use Agreements (AUAs) as outlined in the Online Safety Policy.
- The class teacher and / or DSL will contact families who they have concerns about or are not engaging with remote learning provision in line with procedures for unauthorised absence.
- Participants in Google Meet sessions are expected to follow the following guidelines:
  - Staff
    - Never join a meeting with a single child (groups of 2 or above minimum).
    - Wear professional attire.
    - Use a background to block images of your home and where you live.
    - Mute all, except for registration.
    - Ensure all users have left the meeting before leaving yourself.
    - Ensure all recordings are disabled.
  - Pupils
    - Be fully clothed.
    - Children must be in a space where there is an adult available and within earshot.
    - Calling out, rude gestures, inappropriate use of the chat bar etc., will not be tolerated – access to Google Meet will be removed.
    - Never join a meeting without the adult host present (this should have been disabled).
    - To ask a question, use the ‘raise your hand’ button.
    - Be kind and respectful.
- The latest guidance from the [Department for Education](#) and [SWGfL](#) will be sought out and followed to ensure practice follows the latest guidance.

# 6. Data Protection

## 6.1 Accessing Personal Data

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

- use the school's cloud-based platforms (e.g. Google Education Suite, Arbor) and avoid downloading documents, particularly sensitive documents, to the device as far as is practically possible
- use school-provided encrypted and password-protected removable storage devices if required for carrying out their role

## 6.2 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. However, staff are reminded to collect and/or share as little personal data as possible online.

## 6.3 Device Security

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