Scapegoat Hill J & I School

Remote Learning Policy

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:

  o Not possible to do safely

  o 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:

  o They have an infectious illness

  o They are preparing for or recovering from some types of operation

  o They are recovering from injury and attendance in school may inhibit such recovery

  o 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

> SENDCo

> Headteacher

> Designated Safeguarding Leads

3.1 Teachers

When providing remote learning, teachers must be available between 8.45am until 3.15pm.

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 as follows:

- o 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children

- o 4 hours a day for KS2

- o 5 hours a day for KS3 and KS4

- o Work will be shared with parents and carers via School PING on the Friday before the following week or before 8.55 am of the day of absence.

- o If a paper copy of the work is required, this will be left with the school office at the start of the week to be collected by parents/carers.

- o We will ensure that the work is of high quality, meaningful, ambitious and covers a range of subjects.

- o We will also consider the needs of individual pupils such as those with SEND or other additional needs as well as the level of independent study skills.

- o We will also consider 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

Once the work has been returned, please allow for 5 working days before feedback can be provided.

> We will keep in touch with pupils, carers and families through weekly phone calls or emails – we will aim to respond within 48 hours. The phone call may also be replaced with a virtual meeting (see below) where children can also have contact with their peers in school. All emails for teachers' attention should be directed to the school office: office@scapegoathill.co.uk. These will be forwarded to the relevant teacher.

> If there are complaints or concerns shared by parents and pupils – or any safeguarding concerns, we will apply the safeguarding systems as detailed in our safeguarding policy: Safeguarding - Scapegoat Hill Junior & Infant School (scapegoat-hill.kirklees.sch.uk)

> If work is not completed we will deal with this in accordance with our behaviour policy.

> Parents/Carers and Teachers will attend a weekly virtual meeting in order for the chid to receive support from their teacher and peers where possible. This will replace the weekly phone call if desired but not be in addition to. At these meetings teachers will also conduct the weekly update with the parents, carers and pupils regarding support with home learning. These meetings with take place during the school day and during a teacher's directed time. Cover in the classroom will be provided by the headteacher, HLTA or SENDCo.

> **3.2 Teaching assistants**

When assisting with remote learning, full time teaching assistants must be available.

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 assistants are responsible for:

Supporting pupils who aren't in school with learning remotely

Attending virtual meetings, where possible, with teachers, parents/carers and children

3.3 Subject leaders

Alongside their teaching responsibilities, subject leads are responsible for:

> Considering whether any aspects of the subject curriculum needs 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 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

The headteacher has overarching responsibility for the quality and delivery of remote education.

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

> Monitoring the effectiveness of remote learning

> 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 the school business manager or business support 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)

A DSL has the status and authority within a school or education provider to commit resources to safeguarding actions and issues. They're also required to support and direct staff on safeguarding issues including during remote learning.

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 by contacting the school office on office@scapegoathill.co.uk

> Alert teachers if they're not able to complete work by contacting the school office on office@scapegoathill.co.uk

> 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 – if you know of any resources staff should point parents towards if they're struggling, include those here

> 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 the headteacher

> Issues with IT – talk to the school business officers or the headteacher

> Issues with their own workload or wellbeing – talk to the headteacher

> Concerns about data protection – talk to the data protection officer or school business officer

> Concerns about safeguarding – talk to the Designated Safeguarding Leads

5. Data protection

5.1 Accessing personal data

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

> Access data via the server in our IT network

> School equipment will be used to access this data.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as 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 here, Data-Protection-Policy-1.pdf (scapegoat-hill.kirklees.sch.uk)

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

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

7. Monitoring arrangements

This policy will be reviewed every two years by the headteacher. At every review, it will be approved by the full governing body.

8. Links with other policies

This policy is linked to our:

> Behaviour policy

> All safeguarding policies

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy