



Remote Learning Policy

September 2023

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1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for children who are not able to attend 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

All staff, children and their parents/carers have a responsibility to engage with remote learning positively and to follow the expectations as set out in the relevant acceptable user agreements.

The remote learning sent out is for children unable to attend school but is well enough to work.

2.1 Teachers

When providing remote learning, teachers must be available during the school hours of their year group as follows:

Nursery

8.25-11.25 (am session) and 12.10-3.10 (pm session)

Reception

8.30 - 3.10

Year 1

8.30 - 3.10

Year 2

8.30 - 3.10

Year 3

8.30 - 3.10

Year 4

8.30 – 3.10

Year 5

8.25 – 3.05

Year 6

8.25 – 3.05

When providing remote learning, teachers are responsible for:

- planning a well-sequenced weekly timetable which reflects classroom learning as closely as possible so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that children can progress through the school's curriculum
- ensuring that remote learning is age-appropriate and caters for a range of learning styles and family circumstances
- at EYFS, combining use of the Early Excellence Assessment Tracker (which staff and families are familiar with) alongside the year group email system
- using the dedicated year group emails to respond and feed back to children and their families (phone calls to support parents/carers may also be made if appropriate)
- following guidance on response and feedback from senior leaders.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school. The amount of remote education provided should be, as a minimum:

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

Key Stage 2: 4 hours a day

The weekly work should be planned and prepared by Monday. This will be emailed out to all parents/carers as necessary according to the child's absence and if they are well enough to work.

2.2 Teaching assistants

Teaching assistants are not expected to lead any remote learning but maybe asked to support colleagues teaching children in school or in preparing resources for remote learning.

2.3 Senior leaders

Claire Bennett (Headteacher), Louise Jones and Karen Williams (Associate Headteachers) have overall responsibility for the standard and safety of remote learning. They will regularly check the quality and appropriateness of work as well as how teachers interact with children and their parents/carers via the year group email system in place.

Team leaders/year group teachers plan remote learning for their year group on a weekly basis and have daily responsibility for monitoring and responding to remote learning.

2.4 Designated safeguarding lead

At Woodside School there will always be a designated lead on site during school hours/term time. This will be Claire Bennett (Headteacher), Karen Williams or Louise Jones (Associate Headteachers).

The Headteacher and Associate Headteachers will regularly monitor remote learning.

They are supported by deputy designated leads Lindsay Morris (Social Inclusion Manager) and Simon Clay (Early Help and Attendance Officer) who are available by phone, email or online conferencing. Safeguarding processes will continue to be followed as set out in our Safeguarding and Child Protection Policy. Staff are expected to be vigilant and report any concerns to DSLs immediately. DSLs will make referrals to FPOC if necessary.

The pastoral team will liaise with other key professionals and maintain contact with vulnerable children and their families.

2.5 IT

Any IT issues, including those listed below should be reported to Senior Management immediately:

- fixing issues with systems used to set and collect work
- helping staff and parents 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
- supporting senior leaders to access Government funded devices as relevant.

2.6 Children and parents/carers

Staff can expect children learning remotely to:

- engage with the remote learning set by their teachers
- complete work set by teachers to the best of their ability and within their unique family circumstances (teachers will work closely with parents/carers)
- seek help if they need it from teachers via the year group email address
- alert teachers if they're not able to complete work
- share some of their completed work or comment to the teacher about the work they have completed.

Staff can expect parents with children learning remotely to:

- make the school aware if their child is sick or otherwise can't complete work
- seek help from the school if they need it either via the year group email or by calling school

- be respectful when making any issues/concerns known to staff
- work together with staff to ensure children do their best (a flexible, collaborative approach between home and school taking into account children's wellbeing and home circumstances).

Nursery email

NurseryLearning@woodside.shropshire.sch.uk

Reception email

ReceptionLearning@woodside.shropshire.sch.uk

Year 1 email

Year1Learning@woodside.shropshire.sch.uk

Year 2 email

Year2Learning@woodside.shropshire.sch.uk

Year 3 email

Year3Learning@woodside.shropshire.sch.uk

Year 4 email

Year4Learning@woodside.shropshire.sch.uk

Year 5 email

Year5Learning@woodside.shropshire.sch.uk

Year 6 email

Year6Learning@woodside.shropshire.sch.uk

2.7 Trustee Board

The Trustee Board is responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following colleagues:

- issues in setting work – talk to the relevant subject lead or SENCO
- issues with behaviour – talk to the relevant year leader/senior leader
- issues with IT – talk to Claire Bennett
- issues with their own workload or wellbeing – talk to their year leader, AHTs or HT
- concerns about data protection – talk to Claire Bennett or Sally Powell

- concerns about safeguarding – talk to Claire Bennett.

4. Data protection

4.1 Accessing personal data

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

- only respond through the dedicated school year group email address
- only use school devices such as laptops and iPads. NO PERSONAL DEVICES ARE PERMITTED FOR THIS PURPOSE.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent/carer 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.

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

4.3 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.

5. Safeguarding

Our Safeguarding and Child Protection Policy can be found on our school website:

6. Monitoring arrangements

This policy will be reviewed at least annually but may be subject to review if circumstances change locally or nationally.

7. Links with other policies

This policy is linked to our:

Behaviour Policy

Safeguarding and Child Protection Policy

GDPR Policy and privacy notices

Home-school agreement

Managing Unacceptable Behaviour of Parents, Carers and Visitors Policy

E-Safety Policy and acceptable user agreements