



Meole Brace
C of E Primary School and Nursery

Remote Learning Policy

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1. Aims

This Remote Learning Policy 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 exceptional 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 and/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.
 - 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

3.1 Teachers

When providing remote learning, teachers must be available between 8.40am and 3.20pm.

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 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, ensuring:
 - Use of a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
 - Access to high quality remote education resources.
 - Selection of online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.
 - Provision of printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
 - Recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
 - This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
 - This also includes considering 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 completed work.
- Keeping in touch with pupils who are not in school and their parents/carers through e-mail, phone calls and video calls.
- Attending virtual meetings with parents/carers to update on progress and discuss any concerns.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.40am and 3.20pm.

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 are not in school with learning remotely (e.g. listening to them read, providing support via video call when completing work set by the class teacher).
- Checking in on pupils and raising any concerns about their mental health or wellbeing with the Class Teacher, Pastoral Support Advisor and Designated Safeguarding Lead.

3.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to be adapted to accommodate remote learning.
- Working with teachers teaching their subject remotely to ensure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set across all subjects is appropriate and consistent, and deadlines are being set at an appropriate distance from each other.
- Monitoring the remote work set by teachers in their subject.
- 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 website 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, including safeguarding and data protection considerations.
- Ensuring staff remain trained and confident in their use of online digital education.
- Providing information to parents/carers and pupils about remote education via this policy and the school website.
- Ensure free school meal provision for eligible pupils during any remote learning.

3.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Ensuring the school's Safeguarding and Child Protection Policy is adhered to during any periods of remote learning.
- Ensuring that where children are being asked to learn online at home, the school follows advice from the Department of Education; [Safeguarding and remote education](#).
- Completing action plans for any children receiving remote education.

3.6 IT staff

IT staff are responsible for:

- Resolving issues with systems used to set and collect work.
- Supporting staff and parents/carers with any technical issues they experience.
- 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

Pupils are expected to:

- Be contactable during the school day – although they may not be in front of a device the entire time.
- Complete work to the deadlines set by the teachers.
- Seek help/support if they need it from teachers or teaching assistants.
- Alert teachers as soon as possible if they are unable to complete any work.
- Act in accordance with the normal behaviour/conduct rules and expectations and adhere to the school's acceptable use agreement and Video Conferencing Policy.

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

- Engage with the school and support their children's learning, establishing a routine that reflects the normal school day as far as reasonable possible.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Be respectful when raising any concerns or complaints with 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 a 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 the SENDCO (Mrs Sian Bowdler).
- Issues with behaviour – talk to the phase lead or a relevant senior leader.
- Issues with IT – talk to the IT technician.
- Issues with their own workload or wellbeing – talk to their line manager or relevant senior leader.
- Concerns about data protection – talk to the data protection officer (Mrs Sandra Holloway) and the Headteacher (Mr. Henry Bray).
- Concerns about safeguarding – talk to the DSL (Mr. Henry Bray).

5. Data protection

5.1 Accessing personal data

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

- Use their school issued laptop or desktop computer and access the data via the school's secure cloud service.
- Never use personal devices or remove personal data from school for example on a USB drive.

5.2 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 will not need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data.

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

6. Safeguarding

All school safeguarding and child protection procedures will be followed and adhered to during any periods of remote learning, as outlined in the Safeguarding and Child Protection Policy and in accordance with Keeping Children Safe in Education 2024.

Remote learning will not be considered appropriate where there are safeguarding concerns such as risk of Child Exploitation, if a child is subject to CP planning or subject to a multi-agency strategy.

7. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Curriculum Committee of governors as delegated by the Full Governing Board.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Children with Health Needs who Cannot Attend School Policy
- Data protection policy and privacy notices
- Online Safety Policy acceptable use agreements
- Safeguarding and Child protection Policy
- Supporting Pupils with Medical Needs Policy