

**St. Peter’s CE Primary School, Heswall**

**Remote Education Policy**

**2024 -25**

**Date Adopted:**

**Date of Review:**

**Committee: Full Governors**

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# 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:   
  + 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

**3.1 Teachers**

When providing remote learning, teachers must be available between 8:30am and 3:45pm.

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.

Note – all work MUST be set using a school issued laptop / device. Personal devices must not be used.

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 - this would be for their class or for groups of children they teach on a regular basis. Teachers would not be expected to set work for others classes. Team leaders however may be asked to do this in the event of teachers being unable to for any reason.
* Children should be set approximately the following amount of work:
* 3 hours a day on average across the cohort for KS1 with less for younger children
* 4 hours a day on average for KS2

Work will be set for children by 8:30am on the day at the latest and may be set earlier (e.g. the night before at teachers discretion). Work should be set via SeeSaw / Google classroom / Century or any other online platform that the school may be using and has provided children with access to.

* Team Leaders will co-ordinate with their teams to ensure there is consistency across classes. As a general rule teachers should follow the agreed planning. Team leaders will also monitor the work provided to ensure that it is of high quality, is meaningful and ambitious and covers a range of subjects.
* Teachers should. When setting work, consider the needs of individual pupils such as those with SEND or other additional needs and the level of independent study skills. In addition they should consider the needs of pupils' families or carers including how much adult involvement is needed in each activity and whether the pupils have a suitable place to study.
* Teachers should consider how to provide feedback on work. In particular they should clarify:
* How they will get access to completed work (this will normally be on SeeSaw or Google Classroom)
* How they will share feedback on work (this may be whole class feedback)
* When pupils should be finishing and sharing work.
* Senior Leaders in school will keep in touch with children and families not engaging with remote learning through regular phone class and SeeSaw messages.
* Teachers are not expected to answer emails / SeeSaw messages from parents outside of their normal working hours. This is standard practice.
* The dress code for all staff remains the same.

**3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available during their normal working hours.

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 individual children as required.

**3.3 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

**3.4 Designated safeguarding lead (DSL)**

The DSL is responsible for:

Ensuring that any safeguarding concerns or ongoing cases are followed up and that all safeguarding approached and measures continue to be used.

**3.5 Pupils and parents/carers**

Staff can expect pupils learning remotely to:

* Be contactable during the school day.
* Complete work to the deadline set by teachers.
* Seek help if they need it from teachers.
* Alert teachers if they are not able to complete the work.
* Act in accordance with normal behaviour rules.

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 the work.
* Seek help from school if they need it
* Be respectful when making 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 in thjs order:

1. Team Leader
2. Deputy Headteacher
3. Headteacher
4. Chair of Governing Body

# 5. Data protection

**5.1 Accessing personal data**

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

* Be able to access this through google drive via the cloud.
* Only access it on school issued devices.

**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 on the school website.

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

Safeguarding remains a priority and staff should follow the normal procedures by referring to the safeguarding policy.

# 7. Monitoring arrangements

This policy will be reviewed every 2 years by the headteacher. At every review, it will be approved by the assets committee.

# 8. Links with other policies

This policy is linked to our:

* Behaviour policy
* Child protection policy
* Data protection policy and privacy notices
* Home-school agreement
* ICT and internet acceptable use policy
* Online safety policy