



REMOTE LEARNING POLICY

Date Approved	Next Governors Meeting March 2025
Frequency	
Date for Renewal	
Approved by	
Owner/Written by	Headteacher
Type	Statutory
Audience	

This policy has been adopted by Crowdys Hill School Governing Body.

Signed:

Headteacher

Signed:

Chair of Governors

Date:

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. Roles and responsibilities

2.1 Teachers, instructors

When providing remote learning, teachers must be available between 9am and 3pm.

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 are responsible for:

➤ Setting work :

- For members of their tutor group; and/or any class who would usually be on their timetable; and/or any child who is eligible to receive their subject as subject coordinator
- One session per week for each group identified above is the minimum expected, e.g. one for a tutor group, one for each tutor group on the teacher timetable; one for each year group in your subject
- This work should be prepared/set the day before, by 3pm, so that it can be sent to a member of the leadership team if the teacher is unable to present the lesson due to unforeseen circumstances
- This work can be emailed directly to a member of SLT; or uploaded via outlook 365 Onedrive; or uploaded via outlook 365 Sharepoint
- If work is usually set by the teacher then the teacher can continue to monitor the work; if the teacher has set work for the tutor group which covers a subject usually led by a different teacher, then the teacher setting the work should let that subject lead know on the child's return to school.

➤ Providing feedback on work:

- Feedback can be verbal and given directly to the child during the sessions. This is the recommended method as it is the most effective
- Feedback can be given in written form, via email to the parent or written onto shared screens

➤ Keeping in touch with pupils who aren't in school and their parents:

- Tutors are expected to contact parents and pupils in their tutor group once a week
- This contact should be through phone calls and/or Teams or Zoom
- Teachers should contact parents to let them know when remote learning sessions are taking place, with contact details and expectations, such as appropriate dress, parent to remain in the room
- Teachers and tutors are not expected to respond or send emails on behalf of the school at unsociable times
- Teachers should respond to parent messages, through whatever means is required, within a few days. If an answer can't be sought in this timeframe, then a holding response to let the parent know that the teacher is seeking to find the answer/ response

- Where pupils are not responded well to remote learning, teachers should seek to gain guidance from SLT
- If complaints are received from parents or pupils, they should be responded to promptly and a solution sought.

➤ **Attending virtual meetings with staff, parents and pupils:**

- Staff should adhere to the usual school dress code and staff code of conduct
- Ensure the room is quiet, and clutter free in the background, with minimal chance of interruptions from family members or pets

Leading annual reviews is a statutory duty which SEN teachers need to ensure are carried out within the timeframe recommended by the SEN code of practice 2014.

Parent evenings may be completed remotely if school leaders feel that this is important for the parent or child. School feel that this is unlikely to be the case for whole groups.

Teachers must ensure that the EHCP outcomes for the child is being met to the best of our abilities.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3pm.

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:**

- This may be in the form of leading sessions that they would usually lead in school, such as ELSA, social skills, reading
- TAs can provide support through discussions, setting tasks or activities, reading with pupils
- TAs are not permitted to lead physiotherapy, speech and language, or OT sessions
- TAs can lead literacy and numeracy sessions under the guidance of a teacher

➤ **Attending virtual meetings with teachers, parents and pupils:**

- TAs should adhere to the school's dress code and code of conduct.
- Ensure the room is quiet, and clutter free in the background, with minimal chance of interruptions from family members or pets

Teaching assistants should ensure that they do not exceed their contractual hours, which includes time for preparation of remote sessions. They should alert the Deputy headteacher or headteacher if this is the case.

2.3 M- grade staff, cover supervisors

When assisting with remote learning, teaching assistants must be available between 9am and 3pm.

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:**

- This may be in the form of leading sessions that they would usually lead in school, such as behaviour, safeguarding advice, pastoral advice

- They can provide support through discussions, setting tasks or activities, reading with pupils
- They can lead literacy and numeracy sessions under the guidance of a teacher

➤ **Attending virtual meetings with teachers, parents and pupils:**

- TAs should adhere to the school's dress code and code of conduct.
- Ensure the room is quiet, and clutter free in the background, with minimal chance of interruptions from family members or pets

Staff should ensure that they do not exceed their contractual hours, which includes time for preparation of remote sessions. They should alert the Deputy headteacher or headteacher if this is the case.

2.4 Speech and language therapists/ counsellor

See teachers, instructors. The same guidance applies to this role

Therapists are responsible for:

- Work with teachers and tutors to target support for individual pupils
- Alerting teachers to resources they can use to support speech strategies
- Set up remote meetings with parents and/or pupils to support speech and language/ emotional well-being
- Ensure that EHCP outcomes are being addressed to the best of our abilities

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning, through regular meetings with tutors and subject coordinators, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring that remote learning is being completed effectively, and the ethos of the school is being maintained
- Ensuring the EHCP outcomes of the pupils are being met to the best of our abilities

2.5 Designated safeguarding lead

The DSL is responsible for:

Ensuring the safeguarding policy is up to date, available to all staff; staff are signposted to any changes; and has remote learning addendum. The DSL is responsible for ensuring cPOMS is used and monitored daily.

The DSL is responsible for ensuring that the headteacher is alerted to actions needed immediately in order to safeguard pupils.

2.6 IT Network Manager and Site Manager

Are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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
- › Assisting pupils with accessing the internet or devices

2.7 Pupils and parents

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
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or teaching assistants
- › Alert teachers if they're not able to complete work

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
- › Be respectful when making any complaints or concerns known to staff
- › Support their child in the work set
- › Remain in the room when their child is taking part in live remote learning

2.8 Governing board

The governing 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 individuals:

- › Issues in setting work, behaviour – talk to the relevant subject coordinator/ tutor/ SLT
- › Issues with IT – talk to IT staff
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to the data protection officer
- › Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- › Understand how they can access the data, such as on a secure cloud service or using the VPN
- › Know which devices they should use to access the data – **staff should use school laptops or school iPADS**

4.2 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.

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 short period of time (10 minutes maximum)
- **Not sharing the device among family or friends**
- Installing antivirus and anti-spyware software (already present on school IT)

5. Safeguarding

Updates on safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed by the governing body and staff yearly.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy and coronavirus addendum
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Staff code of conduct