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 when there is a cohort isolating or whole school closure.
- 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 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 providing remote learning, teachers are responsible for:
- Teaching one English, one Maths lesson and one foundation subject using the suggested timetable:

7:55am	A meeting is launched for English Wait for pupils to join
8:00am	English lesson begins
9:00am	English lesson ends
9:00am - 9:15am	Break
9:10am	A meeting is launched for Maths Wait for pupils to join
9:15am	Maths lesson begins
10:15am	Maths lesson ends
10:15am - 10:30am	Break
10:25am	A meeting is launched for Foundation Subject Wait for pupils to join
10:30am	Foundation subject lesson begins
11:30am	Foundation subject lesson ends
11:30am - 11:40am	Break
11:45am - 12:35pm	Intervention Lesson by Graduate Intern

- Uploading the lesson plans to the class MS Teams page.

Providing feedback on work:
- Making it clear to pupils through announcements which piece of Maths work and which piece of English work needs to be uploaded per week
- Adding personal comments or an emoji to the work uploaded by pupils in the relevant channels on the class/year group team. You are expected to respond once a week to each pupil in both English and Maths.

Keeping in touch with pupils who are not in school and their parents:
- Making announcements on class Ms Team page to keep pupils informed of expectations
- Subject specialist teachers can set the same whole year group foundation lessons
- Showing examples of work to upload
- Providing routines and expectations for pupils when working on and off line
- Immediately referring any complaints or concerns shared by parents and pupils to relevant members of staff, such as any safeguarding concerns
- Contacting parents to discuss any behavioural issues, such as failing to complete work

Attending virtual meetings with staff, parents and pupils:
- Using Microsoft PowerPoint or similar software to deliver slides of information and activities.

3.2 Graduate Interns
When assisting with remote learning, Grad Interns must be available between 7:50am to 2:30pm or 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, Graduate Interns are responsible for:
- Delivering one intervention daily, live through Microsoft Teams (under the guidance of their LG)
- Teaching their lessons verbally, using a real/virtual whiteboard or using Microsoft PowerPoint
- Remaining live for the lesson as children do their work to provide feedback
- Emailing any files/resources to the LG so they can upload it on relevant Team
- Liaising with LG/subject leader on times to run the daily interventions in the event of a lockdown
- Attending any scheduled meetings online through Microsoft Teams, for example staff briefing, phase meetings with the EHT/DHT
- Making telephone contact with pupils for academic or wellbeing purposes.

3.3 Subject leads
Alongside their teaching responsibilities, subject leads are responsible for:
- Considering whether any aspects of the subject curriculum need 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 appropriately
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to excellent resources they can use to teach their subject remotely.

3.4 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 meetings with teachers and subject leaders, 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. A senior leader may 'drop in' to a live Team session at any time (for safeguarding purposes).

3.5 Designated Safeguarding Lead (DSL)
The DSLs - Mr Adams and Ms Kennedy are responsible for:
- Ensuring that staff follow the safeguarding policy and report any concerns immediately.

3.6 IT staff
Mr Adams (Computing Leader) and technical staff are responsible for:
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing, e.g. passwords
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or device.

3.7 Pupils and parents/carers
Staff can expect pupils who are learning remotely to:
- Be contactable during the school day, although they will consider pupils may not always be in front of a device the entire time
- Join live lessons, where home circumstances allow, for both Maths and English and any other lesson taught through a live stream
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or Grad Interns
- Alert teachers if they are not able to complete work.

Staff can expect parents/carers with children learning remotely to:
- Make the school aware if their child is sick or otherwise cannot complete the work.
- Seek help from the school if they need it.

3.8 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.

4. Who to contact

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

- Issues in setting work – speak to AHT or Subject Leaders
- Issues with behaviour – Speak to DHT for Behaviour
- Issues with IT – email support@elps.co.uk
- Operating questions about MS Teams Platform – email support@elps.co.uk
- Concerns about data protection – Data Protection Officer, Ms. Anjna Patel
- Safeguarding – speak to the DSL, Mr Adams or DDSL - Ms Kennedy, Ms Patel, Ms Miller or Mr Veater

5. Data protection

5.1 Accessing personal data

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

- Use laptops provided by East Lane Primary School where appropriate
- Use personal laptops with appropriate virus software installed and password protected
- Store teaching plans on the staff shared drive.

5.2 Processing personal data

Staff members may need to collect and/or share personal data, such as school emails, 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.

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

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 (if using a personal device at home for school work, then WMAT IT services, can advise/assist).

6. Safeguarding

This policy links to ELPS's Online Safety Policy. It is available in the staff handbook, which is issued to each member of the staff at the start of the academic year. At ELPS, we understand the responsibility to educate our pupils about online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Any disclosures made by children when joining live lessons through Microsoft Teams, the teachers will follow the normal Safeguarding Policy for reporting.

7. Monitoring arrangements

This policy will be reviewed in light of any Government announcements by Executive Headteacher.

8. Links with other policies

This policy is linked to our:

- Teaching and Learning Policy
- Safeguarding Policy (Inc. Child Protection Policy)
- Data Protection Policy
- Home-School Agreement
- Acceptable Use of ICT Facilities Policy
- Online Safety Policy