





# REMOTE LEARNING POLICY

**RAWMARSH SANDHILL  
PRIMARY SCHOOL**

Kilnhurst Road, Rawmarsh, Rotherham, S62 5LH

 01709 710875  [contactus@rawmarshsandhill.org](mailto:contactus@rawmarshsandhill.org)

 [rawmarshsandhill.org](http://rawmarshsandhill.org) **HEADTEACHER:** Mr M Roddison



# Remote Learning Policy

Rawmarsh Sandhill Primary



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## Introduction

Remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. 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

School will teach a planned and well-sequenced curriculum 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 pupils can progress through the school's curriculum

School has selected a digital platform for remote education provision (Dojo and Zoom for live lessons) that will be used consistently across the school in order to allow interaction, assessment and feedback and made sure staff are trained and confident in its use. School will overcome barriers to digital access for pupils by:

- distributing school-owned laptops accompanied by a user agreement or contract
- 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.

We recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and school will work with families to deliver an ambitious curriculum appropriate for their level of need.

It may also be that some pupils who have difficulty engaging in remote education may be considered to be [vulnerable children](#), and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Therefore solely digital means will not be used to teach these pupils remotely.

School has a system for checking, daily, whether pupils are engaging with their work, and will work with families to rapidly identify effective solutions where engagement is a concern

School will identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

When teaching pupils remotely, school will:

- set meaningful and ambitious work each day in an appropriate range of subjects

- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

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Online video lessons do not necessarily need to be recorded by teaching staff at the school: [Oak National Academy](#) lessons, for example, can be provided in lieu of school led video content.

School will transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

## 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

When providing remote learning, teachers must be available between 8.30am and 3.30pm.

If staff 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. In the event of a full lockdown, the Head Teacher and school admin must be informed via email before 8.30 am to ensure that there is continuity of provision for the children.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers must cater for their whole class – differentiated to meet the needs of maths and SfA groupings and set in consultation with the phase team
  - A daily maths, reading and writing phonics/spelling task should be set in line with classroom provision
  - Foundation subjects should be set daily and should be linked to the school curriculum
  - Work needs to be set before 9am each day

- Work should be uploaded to Dojo and via email for parents who have requested this
- A range of methods should be used to meet the needs of all learners, including live lessons, short videos recorded by the class teacher, direction to use online teaching resources, worksheets, open ended tasks to ensure that children who have shared access to a device can complete learning activities without the need for technology
- Providing feedback on work :
  - Pupils should load work onto their Dojo portfolio for feedback
  - Teachers should feedback to move the pupil's learning forward and also offer positive reinforcement of their efforts
  - Make contact with any pupils not completing home learning and refer to head teacher if necessary
  - Discuss any queries via regular 'Zoom' sessions as where 'Zoom ' meetings are not possible, make phone contact with the child
- Keeping in touch with pupils who aren't in school and their parents
  - Daily messages should go out to the whole class
  - Where pupils have not submitted learning by the end of the week, make phone contact with the family
  - If phone contact cannot be made, or contact via another means, alert a member of the safeguarding team who will conduct a home visit
  - Staff to set quiet hours on their Dojo accounts between 5pm in the evening and 8am in the morning – there is no expectation that staff should respond to messages outside of these hours or at the weekend
  - Refer any complaints to their phase leader in the first instance and to the Head Teacher if the complaint cannot be resolved
  - Any safeguarding concerns should be referred immediately to the safeguarding team
  - Completion of tasks should be rewarded in line with the school behaviour policy and failure to complete work should be raised by the class teacher with the parent in the first instance and escalated to the head teacher if this is not resolved
- Attending virtual meetings with staff, parents and pupils
  - Work wear should be worn in line with the Staff code of conduct for virtual meetings
  - Staff need to be mindful of confidentiality and what is in the background when conducting live meetings or recording lessons

If key worker provision is needed in school, teachers covering these sessions will not be expected to be responsible for remote learning. Members of the phase team will assume responsibility for this in consultation with the class teacher.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal basic 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 or in the case of a full lockdown, inform the Head Teacher and school admin via email.

When assisting with remote learning, teaching assistants are responsible for:

- Assisting teaching staff with preparation work

- Completing training tasks required by the class teacher or a member of the Senior Leadership Team
- Attending virtual meetings with teachers, parents and pupils
- Dress code as set out in the school code of conduct
- In a room which takes account of confidentiality and contains, nothing inappropriate in the background

Teaching assistants may be required to spend some time in school to cover key worker provision in the event of a full national lockdown.

### **2.3 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 an appropriate distance away from each other
- 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 resources they can use to teach their subject remotely

### **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 communication with class teachers, monitoring the quality of learning experiences set, quality assuring the feedback given to children, seeking feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **2.5 Designated safeguarding lead**

Please see addendum to safeguarding policy for full list of responsibilities

### **2.6 IT support**

IT support staff are responsible for:

- Helping staff with any technical issues they're experiencing

### **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 the entire time
- 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

## 2.8 Governing board

- 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 – talk to the relevant subject lead or SENCO (Judith Lee)
- Issues with behaviour – talk to the relevant head of phase
- Issues with IT – email the IT Helpdesk
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (Nicola Ainsworth)
- Concerns about safeguarding – talk to the DSL or deputy DSL (Judith Lee or Nicola Ainsworth)

## 4. Data protection

### 4.1 Accessing personal data

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

- Access school data systems (Bromcom, CPOMs, Google Drive) using 2-factor authentication
- Do not keep paper records of pupil personal data at home

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as 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. Special Educational Needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. School will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

## 6. Vulnerable Pupils

Where individuals who are self-isolating are within our definition of vulnerable, School has put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, school will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

## 7. Safeguarding

The current Safeguarding policy can be found on the school website and on the Staff Drive in the policy folder

## 8. Monitoring arrangements

This policy will be reviewed annually by Nicola Ainsworth. At every review, it will be approved by the Senior Leadership Team.

## 9. Links with other policies

This policy is linked to our:

- Behaviour policy
- Subject policies
- Child protection policy and coronavirus addendum to our child protection policy



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

## Appendices

### Delivering remote education safely

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from: •

[safe remote learning](#), published by SWGfL

• [online safety and safeguarding](#), published by LGfL, which covers safe remote learning