



Remote Learning Policy (Primary)

Date: **February 2023**

Review date: **January 2024**

Lime Trust

Lime Trust is founded upon four principles: Leadership, Innovation, Motivation and Excellence. It creates a sustainable group of exceptional, high-performing schools that improve life chances, and are trusted and respected in their communities. Lime Trust provides a high quality education for pupils through school-to-school collaboration, Trust direction, high challenge and support.

Along with our principles, Lime Trust has core values that are demonstrated and upheld by our pupils, employees and stakeholders. Respect for all underlines our seven core values:

Respect
Equity
Self-worth
Partnership
Enjoyment
Communication (a voice for all)
Trust

Definition of Remote Learning

Remote learning is the process of teaching and learning performed at a distance - rather than having pupils and teachers coming together in person, remote learning means that pupils are distanced from their teacher and their peers. Effective remote learning attempts to provide an experience as close to the classroom environment as possible when the pupil and teacher are in two different places.

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

As per the DfE guidance on 'Providing Remote Education' January 2023:

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted.
- Individual cases where a pupil is unable to attend school but is able to learn.

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort should be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, schools should consider providing remote education to help pupils stay on track with the education they would normally receive.

Further non-statutory guidance from the DfE can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1136309/Providing_remote_education_non-statutory_guidance_for_schools.pdf

Aims

The purpose of this policy is to:

- Ensure a shared understanding of what remote learning is
- Ensure consistency in the approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reduce disruption to pupils' education and the delivery of the curriculum, so that every pupil has access to high quality learning resources
- Ensure that safeguarding measures are continued during remote learning, including robust understanding of online safety

Roles and Responsibilities

The **Headteacher** and **Senior Leadership Team (SLT)** are responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning
- Overseeing that the school has the resources necessary to action the procedures in this policy
- Reviewing the effectiveness of this policy on an ad hoc basis and communicating any changes to staff, parents, and pupils
- Arranging any additional training staff may require to support pupils during the period of remote learning
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure delivery of pupils' education
- Ensuring all pupils have the provision they need to complete their work to the best of their ability, and to support emotional, social and health wellbeing during periods of remote learning
- Ensuring parent and carers are fully aware of the support available to maintain educational outcomes during periods of non-attendance at school The **Data Protection Lead** is responsible for:
 - Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection
 - Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in data protection legislation in relation to remote and online learning requirements
 - Ensuring that all computer programmes used for remote learning are compliant with current data protection legislation

The **Designated Safeguarding Lead (DSL)** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online
- Identifying vulnerable pupils who may be at risk if they are learning remotely
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Headteacher and other organisations to make alternate arrangements for pupils, which might include contacts for those who are at a high risk, in cooperation with social care
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are planned with parents and carers
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote learning, ensuring all safeguarding incidents are adequately recorded and reported

The **Trust's IT team** is responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required
- Ensuring that any programmes or networks used for remote learning can effectively support a large number of users at one time, where required
- Working with the Teaching and Learning Leads to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff or can support parents and carers supporting education at home **All staff members** are responsible for:
 - Adhering to this policy at all times, during periods of remote learning
 - Reporting any health and safety incidents to the Health and Safety Lead and following guidance
 - Reporting any safeguarding incidents to the DSL
 - Taking part in any training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
 - Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher
 - Reporting any defects on school-owned equipment used for remote learning to an ICT Technician

Parents and Carers are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Ensuring their child is available to learn remotely
- Reporting any technical issues to the school as soon as possible
- Ensuring that their child always has access to remote learning materials during the days they are not at school

- Reporting any absence before the session has begun (for sustained periods of remote learning)
- Ensuring their child uses the equipment and technology used for remote learning as intended
- Adhering to the rules set by the school **Teachers** are responsible for:
 - Being available at their school specific times. If they are unable to work for any reason during these times, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure
 - Setting work/learning activities appropriate to the needs of their pupils, as follows:
 - in individual cases – work needs to mirror what has been taught in the classroom on missed days of education
 - work needs to mirror long term curriculum plans. Families will be directed towards specific remote learning provider sites or the school will provide access to its selected platform (showbie, Microsoft or Google).
- Allocated pupils they need to provide work for, including if they may need to cover for other classes
- The amount of work/activities they need to provide to meet the needs of pupils
- How they should coordinate with other teachers to ensure consistency
- Providing feedback on work/activities
- Handling of any complaints and making sure they are passed on to the relevant person in school and the Trust Complaints Policy is followed
- Attending virtual meetings.
- Wearing appropriate clothing.
- During any live or recorded sessions, ensuring their background online setting does not show their home or premises to maintain appropriate professional boundaries.
- To liaise with teaching assistants with regards to appropriate resources or next steps in learning .
- Always ensure that microphones are muted prior to live sessions.

Teaching assistants are responsible for:

- Being available at school specific times. If they are unable to work for any reason during these times, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.
- Wearing appropriate clothing.
- During any live or recorded sessions, ensuring their background online setting does not show their home or premises to maintain appropriate professional boundaries.
- To liaise with teachers with regards to any questions about teaching and learning **Subject leads** are responsible for the following alongside their teaching responsibilities:

-Considering whether any aspects of the subject curriculum need to change to accommodate delivery of remote learning and alerting teachers to resources they can use to support their delivery of teaching and learning online – please add useful resources via Subject or Year group Hubs

-Working with senior leaders, other subject leads and other teachers teaching their subject to make sure work/activities set are appropriate and consistent, have appropriate sequence and pace and any deadlines fit within the Lime Trust long term plan

Senior leaders are responsible for the following, alongside any teaching responsibilities:

- Co-ordinating the remote learning approach across their school
- Monitoring the effectiveness of remote learning – via regular meetings with teachers and subject leaders, reviewing work/activities set and feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that staff have the necessary training to support effective remote learning.
- Supporting families where barriers are formed by lack of technology and access to the internet.

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

- Issues in setting work – Phase Leader/SLT
- Issues with behaviour – Phase Leader/SLT
- Issues with IT – Phase Leader/SLT
- Issues with their own workload or wellbeing – line manager
- Concerns about data protection – Phase Leader/SLT
- Concerns about safeguarding – DSL and Deputy DSL.

Data Protection

This section of the policy will be enacted in conjunction with the Trust's Data Protection Policy.

Staff members will be responsible for adhering to data protection principles when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place, so that, if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the Trust's Data Protection Policy.

Any breaches of confidentiality of any type, including international breaches, will be dealt with in accordance with the Trust's Data Protection Policy, which takes into account ICO guidelines.

Online Safety

This section of the policy will be enacted in conjunction with the Trust's Safeguarding and/or Online Safety Policy.

All staff and pupils using video communication (where this is deemed appropriate) must:

- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
- Use appropriate language – this includes others in their household
- Maintain the standard of behaviour expected by the school
- Use the necessary equipment and computer programmes as intended
- Not record, store, or distribute video material without permission
- Ensure they have a stable connection to avoid disruption to lessons
- Always remain aware that they are visible and audible if the offer is live delivery.

The school will consider whether one-to-one sessions are appropriate in some circumstances e.g. to provide support for pupils with complex needs or in situations of crisis. This will be decided and approved by the SLT, in collaboration with the teacher, and will almost always include an observer at both ends of the live feed, a TA for example.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will consult with parents at least one week prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be discussed with parents as appropriate.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via letter, parent mail, newsletter or telephone about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology e.g. ensuring that their internet connection is secure. Our pupils will need support when using technology in the home.

During the period of remote learning, the school will maintain regular contact with parents and carers to:

- Reinforce the importance of children staying safe online
- Ensure parents are aware of what their children are being asked to do e.g. the sites they have been asked to use and the staff members they will interact with
- Expect parents to regularly check controls on devices and internet filters to block malicious websites
- Direct parents to useful resources to help them keep their children safe online

In certain circumstances, where prolonged periods of remote learning take place, it may be possible to offer a mobile hub internet solution. This request should be made to a member of SLT and will incur an additional set of instructions and requirements in order to ensure that the hardware is used correctly. In most cases, where internet forms a barrier, school will offer a hard copy alternative and data-saving support guidance. The school will not be responsible for providing online safety software e.g. anti-virus software, on devices not owned by the school.

Monitoring

Staff will monitor the academic progress of pupils with and without access to the online learning resources, and discuss additional support or provision, including SEND, during teaching and learning discussions with SLT and the SENCo as soon as possible.

Resources and Learning materials

For the purpose of providing remote learning, the school may make use of:

- School website.
- Identified VLE (Virtual Learning Environment) – this could be Tapestry, Class Dojo, Showbie, Microsoft or Google. School will provide guidance as to which platform this is.
- Work booklets.
- Educational websites, including resources from the Oak National Academy (<https://www.thenational.academy/>)
- Practical activities which can be supported or delivered at home.
- Recorded webinars or similar.
- Pre-recorded video or audio lessons.
- Sensory resources.
- Activities based upon the advice of a speech and language therapist, occupational therapist or physiotherapist.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning. Where this is not practical, the school will ensure pupils can catch up on these areas of the curriculum when they return to school.

Teaching staff will liaise with SLT and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment e.g. laptops.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with this policy.

The ICT Technician or ICT service staff member is not responsible for providing technical support for equipment that is not owned by the school. **However, should families be experiencing specific difficulties with their hardware, then they should discuss this with the classteacher in the first instance.**

Safeguarding

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present
 - Be suitably recorded in a setting-based system (CPOMS), so that the DSL has access to them
- Actively involve the pupil and parent/carer

Vulnerable pupils will be provided with a means of contacting the DSL or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will review safeguarding cases or referrals and meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately via CPOMs.

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Monitoring Arrangements

This policy will be reviewed by the Headteacher on an ad hoc basis and any changes to this policy communicated to all members of staff and other stakeholders.

Extended school setting closures

If further school closures are announced, the policy will be reviewed and changed in accordance with the current government guidance for educational settings at that time.

All staff and parents/carers will be informed when any changes occur.

Conclusion

By adding Remote Learning to our Teaching and Learning practices, we aim to encourage an inclusive approach to education which achieves better outcomes for our pupils.

