



Field Lane J, I & N School

REMOTE LEARNING POLICY

Approved by: Governors	Reviewed by: Senior Leadership Team
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This policy has been written following the guidance from DfE: Providing Remote education August 2024
[Providing remote education: guidance for schools - GOV.UK](https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools)

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are working at home
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts to remain at home.

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.

Prioritising Attendance

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. However, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Pupils absent from school and receiving remote education still need to be marked as absent in the register.

Scenarios where remote education should be considered:

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, for example: preparing for or recovering from some operations; recovering from injuries where attendance might inhibit recovery

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, after the pupil's absence from school has been established, we will consider providing pupils with remote education on a case-by-case basis. This will be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance may need more support to continue their education.

Providing remote education to individual pupils

In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following will be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an education, health and care plan or has a social worker, the local authority will also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities will be put in place to help ease the pupil back to school at the earliest opportunity.
- A time limit within which the period of remote education provision will be reviewed will be set, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We will:

- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including contact with teachers, although this may not always be possible. We will consider the age and stage of development of the children and on the ability of parents / carers to deliver the content of lessons.
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by a teacher or through curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities
- Consider these expectations in relation to your pupils' age, stage of development and SEND, and try to avoid making significant demands for parents' help or support.

In the event of a child's isolation, engagement in home learning is compulsory. If children are ill and would not in the normal course of events have attended school then they are not expected to engage in home learning.

The Remote Learning Offer

At Field Lane, all classes have a virtual classroom on Class Dojo.

Children can access the site for both remote learning and home learning.

Remote Learning content must include:

- An introduction to the day's learning. A video recording is preferable, however, a written description is acceptable.
- A daily maths lesson
- A daily English lesson
- Foundation subjects: A variety of activities are available that mirror what other children are learning in school, however, we recognise that some activities may not be possible to replicate in the home environment. Where appropriate, teachers may wish to introduce the activity by recording a short video. Teachers may also use videos from Oak Academy or BBC Bitesize to help support children at home.

Other activities:

- Reading
- Purple Mash
- TT Rockstars and Numbots
- PE: Activities on the Field Lane Website

Lending arrangements: School is able to lend out a number of devices to families. Priority will be given to Pupil Premium children in the first instance and then those that are learning from a mobile phone. After this, children who share a device. A generic log on will be provided for these devices. Any damages to devices will result in payment being requested from the parent for a replacement.

Younger Learners and Learners with SEND

We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we work with families to deliver our curriculum. Some activity packs may be delivered to these children.

We are aware that connection to the internet and access to technology is not the same for all our families. Families will be supported with paper packs if there is any difficulty with technology.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, the school must instead consider, in cooperation with the local authority (if the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.

Roles and responsibilities

Teachers

Teachers may be teaching their classes in school and providing learning for an individual or small group. In this case, the offer may be reduced but both English and maths learning will be uploaded.

When providing remote learning, teachers, including those covering PPA, are responsible for:

Setting work:

- Provide work for the class that they are responsible for as described above
- Work must be set by 8:30 am each day
- Activities should be set on Class Dojo using the 'activities' function
- The work that is set will be similar to the work being completed in school

Providing feedback on work:

- Pupils will send in their work using Class Dojo
- Teachers will provide feedback on the work that they receive
- Teachers will aim to provide feedback on the work they receive on the same day. However, this may not be always possible and feedback will be provided by the next day
- Teachers also have the option of providing feedback to pupils/parents using the message feature

Keeping in touch with pupils who aren't in school:

- Parents can send messages to the class teacher using Class Dojo. All parents have been notified of the school email address which can be used to contact the school
- Messages and emails sent during school hours will be responded to the same day. Messages and emails sent after 4:00 pm will be responded to the following day
- All families will receive a phone call from either the teacher or admin support at least once per fortnight during the isolation period.

All staff must ensure any safeguarding concerns are brought to the attention of the Designated Safeguarding Leads (DSL)**Teaching assistants**

When assisting with remote learning, teaching assistants are responsible for supporting pupils who are not in school with learning remotely:

- Teaching assistants will be notified which pupils they need to monitor and/or any particular activities
- Teaching assistants will provide supportive feedback via Class Dojo

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
- 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.

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 – this will take place through regular 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
- Having an understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online, and having systems for checking, daily, whether pupils are safe at home and engaging with their remote education.

Admin Team

Admin / IT 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
- 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 devices

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 where possible 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 concerns known to staff

Governing Body

The Governing Body 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

Who to contact

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

Headteacher: Hilary Towers-Islam

Deputy Head: Asif Lorgat

Here are some suggested issues and the most likely points of contact:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the Head or Deputy Head
- Issues with IT – talk to the admin team
- Issues with their own workload or wellbeing – talk to the Head or Deputy Head
- Concerns about data protection – talk to the School's Data Protection Officer (Mandy Williamson)
- Concerns about safeguarding – talk to the DSL, Hilary Towers-Islam, Asif Lorgat

Data Protection

Accessing personal data

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

- Access information from Google Drive
- Store secure/confidential information on Google Drive and not directly onto the school device
- Use the remote access provided to obtain information from shared network drives.

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

If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).

Those not engaging with home learning are to receive a phone call from a member of staff to discuss the obstacles and the support needed by the family. This could then be followed up by calls from our family support worker or pastoral mentors if there are pastoral issues.

Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via their online systems as long as the agencies engage.

Links with other policies

This policy is linked to our:

- Behaviour Policy
- Safeguarding Policy
- Data Protection Policy and Privacy Notices
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Home Learning Policy