



St.Clement's Church of England Primary Academy- 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
- 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



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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 8.30-3.30. 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.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.



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They are also responsible for:

Setting work using the CPG study books that all pupils have as homework books. These will already be at home or in pupil book bags. If staff are made aware prior to closure or pupil absence, then books will be sorted and provided whilst pupils are in school in preparation. Instructions will be shared through updates on Teams or on the school website.

Please see below for the daily expectations for pupil work. KS1- 3 hours daily, KS2 4 hours daily.

Staff will upload any work/instruction on the second morning of an unexpected closure eg due to inclement weather. 'Live lessons' will also take place from the second day. These may be recorded videos giving instruction, input or modelling and may be 15-20 minutes long. By recording the videos rather than in the moment live videos will enable pupils sharing a device to access instructions when they can at different times.

All work completed in CPG books will be marked when pupils return to school. In the case of longer absences, pupils will be asked to upload work to teams or in the case of individuals, parents/carers can bring work into school.

All work set will be adapted to meet pupil need. SEND pupils will have work set through IDL (all pupils have access) or practical tips through conversations with parents. Uploaded work and videos will be provided from day 2 of any whole school closure. **For day 1**, pupils will be directed through the school website to complete ongoing homework activities such as reading/ TT Rockstars/ and CPG books.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available **8.30-3.30**

As with teachers, if any staff member is 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: offering support to teachers in whatever capacity they are able. This may be copying work to hand out or supporting with checking uploaded/returned work.



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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. They will also support teachers to set appropriate work. Subject leads will also make decisions about the use of online video lessons such as Oak national Academy.

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- 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
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

Co-ordinating the remote learning approach across the school.

Monitoring the effectiveness of remote learning through regular meetings with teachers, reviewing work set and pupil consultation.

Monitor the security of remote learning systems, including data protection and safeguarding.

Ensuring staff remain trained and confident in their use of online digital platforms.

Providing information for parents on the school website about remote learning.



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3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

Ensuring all aspects of the safeguarding policy and procedures are in place and secure.

Competing well-being checks by telephone or in person visit when appropriate.

Continuing to make referrals for Early help or any other referrals as necessary.

3.6 IT staff

The Central IT team are responsible for:

Insert details, such as:

- 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 (DPO)

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

Complete work set by teachers

Seek help if they need it through the Teams platform

Staff can expect parents/carers with children learning remotely to:

Engage with school and staff to support their child's learning, and establish a routine that reflects the normal school day if possible.,

Make the school aware if their child is sick and cannot complete the work set.

3.8 Governing board

The governing board is responsible for:

Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible.



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4. 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- C.Opong
- Issues with IT – contact BDMAT IT staff (through email)
- Issues with their own workload or wellbeing – talk to their line manager-Phase lead J.Nizamis/G.Fox
- Concerns about data protection – talk to Office Manager-N.Ajmal
- Concerns about safeguarding – talk to the DSL-D.Akers

5. Data protection

5.1 Accessing personal data

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

Use school laptops and work through school access to Teams which is monitored and regulated by Smoothwall.

5.2 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the website.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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



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- 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

Safeguarding policy can be found on the website or on the staff shared drive.

7. Monitoring arrangements

This policy will be reviewed every 3 years. At every review, it will be approved by the full governing body.

8. Links with other policies

This policy is linked to our:

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



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The school will continue to provide meals or lunch parcels when possible for pupils eligible for benefits-related free school meals while they are not attending school because of unforeseen circumstances. Please be aware, this will not always be possible.

Subject	Whole class/school isolation	How will we know chn are engaging
<p>Reading 1 hour approx.</p>	<p>Teacher to deliver a scheduled 'live' lesson for pupils on Teams. Pupils will receive questions for each day either by Teams platform. These will be recorded and shared on the class Teams platform for those pupils who cannot access when scheduled due to sharing devices etc. Children to be encouraged to read at home. All pupils have CPG reading study books. The teacher will direct pupils via Teams on what pages to complete that link with current class learning. If live lessons cannot be accessed all instructions and pages for completion will be posted on the school website.</p>	<p>Deadlines for completed work shared with pupils on teams Teachers will mark and give feedback via Teams platform. Daily records to be kept of engagement on one drive Teachers will chase up pupils whose work is not being submitted</p>
<p>Writing/ phonics 1 hour approx.</p>	<p>Teachers to deliver a 'live' teaching input to instruct and model writing. Children can also complete simple handwriting exercises. All pupils have CPG SPAG/ phonics study books. The teacher will direct pupils via Teams or parent text msg on what pages to complete that link with current class learning. If live lessons cannot be accessed all instructions and pages for completion will be posted on the school website.</p>	<p>As above CPG books provided for pupils-marking</p>
<p>Maths 1 hour approx.</p>	<p>White rose slides & challenges to be uploaded to Teams platform. As we subscribe to White Rose, we also have access to the workbooks which link directly to the learning taking place in class and use images and language the children will recognise. These can be downloaded then uploaded to teams or printed. Teachers to deliver a 'live' teaching input to model and instruct. Times tables rock stars- times tables challenges to be set(all pupils have access) All pupils have CPG Arithmetic, maths and times tables study books. The teacher will direct pupils via Teams or parent text msg on what pages to complete that link with current class learning. If live lessons cannot be accessed all instructions and pages for completion will be posted on the school website.</p>	<p>AS above CPG books provided for pupils-marking</p>



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Science/ RE/ foundation subjects- 45 mins	Teachers to share a pre-recorded video input/ create a slide show to explain content and activities- upload to teams along with any worksheets Oak National Academy lesson videos that link with current objectives will also be shared as teaching direction/input.	As above
Spiritual development 20 mins	Worship will be built around p.point presentations or teacher videos that can easily be uploaded onto Teams platforms.	Pupil voice
PE- 15 mins daily	Teachers will direct to Joe Wicks videos for pupils to engage in or suggest simple activities that be done in the home or garden. GetSet 4 PE has family activity ideas.	Pupil voice
SEND	Teachers will use ITPs to guide any work sent/ uploaded. Pupils will also have access to a Collins/CPG set of books which is at the appropriate level. School subscription to IDL will enable individualized targets linked to ITPs to set work for pupils. Pupils can access individualized work at an appropriate level, independently.	IDL login records