



Thameside Primary School: Remote learning policy

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Policy reviewed by:	Natasha Ridout
Key Changes:	Changed the overall positioning of the policy from Covid19 to apply to exceptional circumstances when the school cannot safely open for onsite learning. Update to 'Decision to provide' section for clarity on school's position on remote learning for individual pupils.



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 protections

2. Decision to provide remote learning

All pupils should attend school, in line with our Attendance Policy. Remote learning is provided only in exceptional circumstances and is not an automatic entitlement for short-term absence.

Whole-school or class closure:

In the event of a closure (e.g. severe weather, building emergency, or local health risk), the Headteacher (or Deputy Headteacher in their absence) will decide whether remote learning will be implemented and what level of provision is appropriate. This decision will take into account the expected duration of the closure, the notice period, staff capacity, and the wellbeing and safety of pupils and staff. For short-notice, one-off closures (such as a single snow day), the school may provide light-touch learning activities rather than a full remote timetable, and live lessons will not normally be expected.

Individual pupils:

Remote learning for an individual pupil will be considered only where the pupil is unable to attend school for an unavoidable and genuinely exceptional reason but is well enough to learn. This might include, for example, a temporary physical incapacity that prevents them attending school, or a situation where medical advice requires the pupil to remain off site. Remote learning will not normally be provided for routine short-term illness.

The decision to provide remote learning for an individual pupil will be made by the Headteacher (or Deputy Headteacher), in consultation with the class teacher and, where appropriate, the SENDCo or DSL. Provision will be proportionate to the situation and reviewed regularly.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8:30am and 3:30pm.

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 using the normal absence policy.

When providing remote learning, teachers should:



- Provide pupils with access to remote education as soon as reasonably practical, 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

They are also responsible for:

- Setting work:
 - o During short-term emergency closures, teachers will provide a manageable quantity of learning activities appropriate to the duration and circumstances of the closure. This may differ from typical daily lesson length.
 - o For individual pupils absent due to short-term illness (but well enough to learn), teachers may provide learning activities where reasonable.
 - o Teachers will provide access to remote learning as soon as reasonably practical in relation to the situation, considering the short-notice nature of emergency closures.
 - o Work should be uploaded to Teams (see instructions on Common)
 - o Live lessons may be offered if appropriate and feasible, but are not expected during short, unplanned closures.
- Providing feedback on work:
 - o Teachers will aim to Feedback may be simplified or reduced during short-term closures due to practical constraints.
- Keeping in touch with pupils who aren't in school and their parents:
 - o Staff will check communication channels at appropriate points during the school day. The expectation of continuous online presence does not apply to short-term emergency remote learning.
- Attending virtual meetings with staff, parents and pupils:
 - o Staff must wear suitable clothing, as should anyone else in the household
 - o Any computers used should be in appropriate areas; and the background should be plain or blurred
 - o Language must be professional and appropriate, including any family members in the background
 - o Staff should record the length, time, date and attendance of any sessions held (this happens automatically on Teams)

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available 8:30am to 3:30pm.

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, teaching assistants are responsible for:



- Providing feedback on work:
 - o Teachers will aim to comment on at least one piece of work per child each day
- Keeping in touch with pupils who aren't in school and their parents:
 - o The chat on Teams will be enabled so that children have direct contact with their class teacher/TA
- Attending virtual meetings with staff, parents and pupils:
 - o Staff must wear suitable clothing, as should anyone else in the household
 - o Any computers used should be in appropriate areas; and the background should be plain or blurred
 - o Language must be professional and appropriate, including any family members in the background

3.3 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 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 agreements 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 and reviewing the work set
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.4 Designated safeguarding lead (DSL)

The DSL is responsible for (taken from Safeguarding and Child Protection Policy):

- Taking the lead responsibility with regards to online safety, safeguarding and child protection matters
- Promoting supportive engagement with parents and carers



- Promoting educational outcomes of children in need by knowing and helping to address issues they're experienced or have experienced by:
 - o Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising the lasting impact there can be on children's educational outcomes

3.5 IT staff

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

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although 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
- Act in accordance with normal behaviour rules of the school

Staff can expect parents with children learning remotely to:

- Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible
- 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 complaints or concerns known to staff

3.8 Governors

The governors are responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a 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 – talk to the relevant subject lead or designated SENDCo
- Issues with behaviour – talk to the relevant member of SLT
- Issues with IT – talk to Computing Lead, SBM or IT technician
- Issues with their own workload or wellbeing – talk to their team leader
- Concerns about data protection – talk to the data protection officer (details in Data Protection Policy)
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

- Access the data through Teams or the school server (Common)
- Use school computers or laptops provided by the school

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as login details 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 in terms of handling data, which can be found on the [school 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 – 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

Staff must continue to follow the school's Safeguarding and Child Protection Policy when interacting with pupils remotely.

7. Monitoring arrangements

This policy will be reviewed annually by the Computing lead. At every review, it will be approved by the governors.

8. Links with other policies

This policy is linked to our:

- Relationships & Behaviour policy
- Attendance Policy
- Safeguarding & Child protection policy
- Data protection policy
- E-safety policy
- ICT pupil parent agreement

N.Ridout December 25