LDST
Liverpool Diocesan Schools Trust

Remote Learning Policy

Glazebury CE Primary School

OUR TRUST'S PRAYER

Heavenly Father
Let peace, friendship and love grow in our schools
Send the Holy Spirit to give Excellence to our learning
Love to our actions and Joy to our worship
Guide us to help others So that we may all
Learn, Love and Achieve,
Together with Jesus.
Amen

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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

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 8.45 am and 3.15pm

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 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

They are also responsible for:

- Ensure work is set that covers English (reading and Phonics), Maths, foundation subjects
- The amount of work should be in line with school curriculum expectations and the Head Teacher will confirm any exceptions regarding this dependant on circumstances that requires remote education.
- In regards to the amount of work expected to be provided as good practice it is suggested that :
  ** 3 hours a day on average across the cohort for Key stage 1 – with less for younger children.
  ** 4 hours a day on average for Key stage 2 children.

- This work will be set the day before as agreed by the Head Teacher e.g. 3pm to 5pm
- Work will be uploaded on an agreed platform with the Head Teacher e.g. class djoj, school website – send out in paper format.
- Staff will ensure that quality of work provided during the period of remote education is of high quality and adapted to the needs of the children.
- Consideration will also be given to the needs of children's families including how much adult involvement is needed for each activity and whether children have a suitable place to study.
- Feedback will be given on work provided to and from children in a timely manner this will either be on class dojo (profile) or in live communication (Teams)

- Children will register on class dojo in the morning and in the afternoon confirming attendance for lessons – any child not accessible will receive a phone call to ascertain well being.
- Staff will respond to parental communication until 4pm and will not be expected to answer emails/class dojos outside working hours.
- Any parental questions, concerns or complaints can be shared by parents by using Class dojo, or emailing school email address . glazeburyprimary@ldst.org.uk. With subject heading stating Parental Concern.
- Failure to complete work will be followed up by communication e.g. dojo message, call home or Head Teacher communication.
- When staff , children and parents engage with virtual meetings/lessons these must take place in a location that avoids background noise, distractions and nothing distracting or inappropriate in the background.
- All staff, children and parents when on visual/live lessons must dress appropriately e.g. no pyjamas

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during contracted hours.

If support 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting children who aren't in school – allocation of children that require support will be allocated by senior leaders.
- Support staff may be required to attend virtual lessons as directed by senior leaders.

3.3 Subject leads

Subject leaders are defined as anyone co-ordinating subject provision across the school, please note that this may also refer to the role and responsibilities of SENDco.

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum needs to be adapted to accommodate remote learning.
- Subject leaders also need to consider their subject in terms of ensuring all work set is appropriate and consistent.
- Monitoring should be considered in terms of how this will be achieved, and ensuring regularly meetings are included with teachers to facilitate this.
- Subject leads will alert teachers to resources that will aid in the delivery of their subject.

3.4 Senior leaders

The Head teacher and senior leaders have overarching responsibility for the quality and delivery of remote education.

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 , monitoring and reviewing work set and acquiring feedback from children, parents and staff.
- Monitoring the security of remote learning system, including data protection and safeguarding considerations
- Ensuring staff remained developed in regards to online digital education platform
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education, specifically on both website, dojo and email (school spider)

- Working with the catering team to ensure children eligible for benefits, related free school meals (FSM) are provided with lunches, vouchers or equivalent.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

* ensuring vulnerable children are communicated with daily via Dojo, phone or teams to support welfare and well being

*ensuring have resources needed for remote education including supplying digital advices, paper pens and general equipment.

(see child protection/safeguarding Policy for further details)

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/care 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)
- Assisting children and parents/carers with accessing the internet or devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day, although consider that 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 are not able to complete work
- Act in accordance with normal behaviour rules, conduct rules of the school

Staff can expect parents/carers 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/children are sick or otherwise can not complete the work set
- Seek help and support from the school should they need it,
- Be respectful when making any complaints or concerns known to staff

3.8 Local Governing Body

The Local Governing Body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of a high standard
- 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 with behaviour- discuss with senior leaders and/or Head Teacher
- Issues with IT- raise ticket for tech company – Tech minder
- Issues with workload or well being -discuss with Head Teacher
- Concerns about Data protection -discuss with DPO- Head Teacher
- Concerns with safeguarding- discuss with DSL /Head Teacher

5. Data protection

5.1 Accessing personal data

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

- Access data only from sever from IT network
- Data should only be accessed and used on provided school devices and not on personal devices in any form

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses , telephone numbers 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 in the Data Protection policy.

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 always adhere to the child protection /Safeguarding procedures and policies found on internal school systems and website.

7. Monitoring arrangements

This policy will be reviewed every year by LDST Trust personnel and bespoke for Glazebury CE Primary school. At every review, it will be approved by the LDST Directors

8. Links with other policies

This policy is linked to our:

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

Review Schedule

Policy Author	CEO
Policy Approver	Board of Directors
Current Policy Version	2.0
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Revision Schedule

Version	**Revisions**	**By whom**
1.0	Policy created	CEO
2.0	Minor grammatical changes	CEO