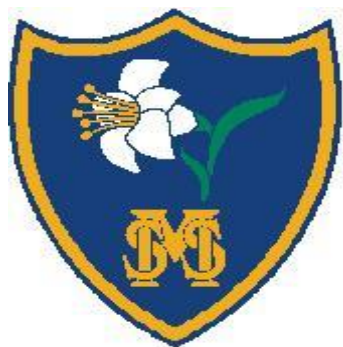# Haddenham St Mary's CE School

Remote Learning Policy

1. Use of remote learning

All pupils should attend school, in line with our Haddenham St Mary's CE (HSM) attendance policy. Remote education is not viewed as an equitable alternative to in school attendance and learning. 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 (usually health based) guidance. This will not include when pupils are absent from school for short term illness.

This might include:

➢ Occasions when we decide that opening our school is either:

- Unsafe for our pupils or staff

- Contrary to local or central government guidance.

➢ Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They are absent for an extended time with 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.

HSM will consider providing pupils with remote education on a case-by-case basis, normally in exceptional circumstances only.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education from 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 the remote learning and identify how to reintegrate the pupil back into school at the earliest opportunity

- Set a time limit with the aim that the pupil returns to in-person education with appropriate support if required, as soon as is practically possible.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning for the whole class, teachers must be available for 6.5 hours per day. They will be available from 8:55am to 3:55pm with half an hour break for lunch.

If they 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 in all cases, teachers are responsible for:

- Providing 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

- Setting work that reflects the curriculum and timetable that would have been provided in school

- Setting work on a daily basis

- Uploading or emailing work to the agreed platform or through the agreed channel ie email.

- Communicating with the parallel class teacher to ensure that consistency is achieved

- Ensure children with limited remote access are able to access work.

Providing feedback on work:

Teachers are responsible for providing feedback on work in working hours:

- They will access the completed work through the learning platform

- They will share feedback with pupils through verbal or written forms

- They will share feedback on a daily basis for pupils where possible.

Keeping in touch who pupils and parents who are not attending school:

- Teachers will make regular contact through email and, if deemed necessary, phone calls

- Teachers will only answer emails and make phone calls in school working hours

- Teachers will let the Headteacher or SLT know of any families or children causing concern or not engaging with work.

Teachers and staff will follow the appendix 1 protocol for attending virtual meetings with parents.

2.2 Teaching assistants

When assisting with whole class remote learning, teaching assistants must be available between 9:00am-3:05pm (with half an hour for lunch) on their working days.

If they 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:

- Support in giving feedback to pupils about their work

- Answering parental queries

- Making phone calls and staying in touch with pupils and families.

2.3 Senior leaders/SLT/Designated Safeguarding Leads

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

- Distributing school-owned iPads accompanied by a user agreement or contract (if possible)
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Assisting pupils and parents/carers with accessing the internet or devices
- Reviewing remote learning systems and flagging any data protection breaches to the Data Protection Lead (DPL)
- 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
- Ensuring appropriate procedures in place 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.

2.4 Pupils and parents/carers

Staff can expect parents/carers with children learning remotely to:
- Make the school aware if their child is sick or otherwise unable to complete work
- Seek help from the school if they need it using the appropriate channels of communication
- Be respectful when making any complaints or concerns known to staff
- Abide by the home-school remote learning agreement (appendix 5b).

2.5 Governing Board

The Governing Board is responsible for:
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Data protection

3.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:
- Only use their school based allocated device such as laptops, (personal devices should only be used if there are exceptional circumstances)
- Only access personal data held by the School Office
- Only use their staff email address to contact parents and pupils
- Not access personal data outside of the school remit.

3.2 Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. Provided this is necessary for educational

or support purposes, individuals will not need to give additional permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

3.3 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

- Keeping operating systems up to date – always install the latest updates where you are permitted

- Using an encrypted memory stick in exceptional circumstances.

4. Safeguarding

Staff will follow the procedures laid out in the Child Protection Policy and the protocols set out in appendix 5a, 5b and 5c.

5. Appendices

Appendix 5a:

Haddenham St Mary's virtual meeting protocols for staff, parents and professionals

- Be punctual, join the meeting a couple of minutes beforehand to check the techology
- Be aware of your surroundings
- Be aware that other people might have unavoidable distractions
- Dress appropriately

- Mute your microphone when not speaking
- Speak clearly
- Have your camera on where possible
- Maintain eye contact by looking into the camera
- Try not to interrupt others and use the chat/hands up function where possible to show that you want to talk

- If the meeting is being recorded, gain consent of all participants before pressing record
- If you share your screen to present, double check that other tabs and windows that are open are appropriate for the audience.

Appendix 5b:

HSM home-school remote learning agreement

Our school will:

- Provide remote learning that allows your child to access as much of the curriculum as possible

- Continue to nurture your child through regular contact to ensure that they are happy, safe and well

- Endeavour to support you with any technical difficulties that you may be experiencing

- Respond to any concerns you may have in a timely manner, within school hours

- Make alternative arrangements if your child is unable to access remote learning

I, as a parent/carer will:

- Do my best to support my child to complete any remote learning work set for them, and get in touch with the school if this will not be possible for any reason

- Ensure that any document uploaded by the teacher does not get moved to another location or edited

- Ensure that any queries I have regarding my child's academic tasks are directed to the class teacher within school hours

- Offer understanding and support to teachers who, as key workers, are continuing to provide care and routine for my child

- Not use any social media channel to provide a negative commentary of the school

- Only use the agreed channels to communicate with staff and ensure that my child does the same

- Monitor my child's use of Teams and what they are posting onto it

- Not compare HSM with other schools. All schools are operating under different circumstances

I, as a Pupil of Haddenham St Mary's will:

- Do my best to complete the activities set for me by my teacher

Possible sanction for failure to comply with this agreement:

- Removal of access to Microsoft Teams for your child/children

A signature is not required for this document, the terms herein are confirmed by all parties upon receipt.

Appendix 5c:

Using virtual platforms to communicate with parents/carers and pupils - protocols for HSM staff

Use school channels to communicate

- As always, staff should not communicate with parents/carers or pupils outside school channels (e.g., they should not talk to parents using their personal Facebook accounts)
- Staff will communicate with parents/carers and pupils via phone, email or via Microsoft Teams.

If broadcasting live, or recording a lesson, staff should use the following:

- Record against a neutral background.
- Avoid recording in their bedroom if they can (if that is not possible, use a neutral background).
- Dress professionally as if they were at school.
- Double-check what other tabs they have open in their browser, if they are sharing their screen (e.g. no search results for adult content open in another tab).
- Use professional language.
- If staff have a personal account where they have created playlists, consider setting up a separate work account.

When using video links (where appropriate and possible):

- Set pupil videos to **'Unlisted'** so that only people who have the link (e.g. parents/carers who you have emailed) will be able to see the video.
- Set the audience as **'Made for kids'**, so that adverts do not appear at the start of the video, and comments will be disabled.

When teachers and TAs are phoning pupils and families:

- Contact through parents'/carers' phones, and in all cases make sure parents are aware and agree.
- Make the calls in school hours whenever possible.
- Ensure a parent is present at the child's end and activate the speaker phone.
- Block your number by dialling 141 before the phone number to protect their own privacy so parents do not see it (give parents a "heads up" of what time you will be calling if blocking numbers, so they are more likely to pick up).
- Staff must make a note of the time and date they call a pupil/family. This should be recorded on the standard template form which includes any key issues raised.