



Woodend Farm school

Kindness comes in many forms

Remote Learning Policy

Version: January 2025 V1.2

Original Issued: January 2023

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RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Directors	Reason for Change
V1.0 – initial draft	Nicola Overland	05.01.2023	26/01/2023	New policy
V1.1	Nicola Overland	03.01.2024	24/01/2024	Updates
V1.2	Nicola Overland	15.01.2025		Annual review

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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.

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

3. Roles and responsibilities

This section sets out the responsibilities for staff in setting and monitoring remote learning.

3.1 Head of School

The Head of School is responsible for taking the decision to move a student / students onto remote learning. They will meet with those involved with a student's education provision including local authority and social workers, where applicable, to agree the timeframe and arrangements for their learning.

3.2 Teachers

When providing remote learning, teachers must be available between 8:45-16:45. 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:

- Setting work:
 - Teachers will be responsible for setting work for the students within their class.
 - The quantity of work that is set should be equivalent to:
 - 3 hours a day on average across the cohort for Key Stage 1,
 - 4 hours a day for KS2.
 - The work should be set on a daily basis for each day that the student is learning remotely.
 - The work should be shared in an agreed format with the parents / carers of that pupil. This will be dependant on the pupil's needs and circumstances.
 - The work provided during periods of remote education is of high quality, meaningful, ambitious and should cover an appropriate range of subjects.

- The needs of individual pupils must be considered, the students attending Woodend Farm School will all have EHCP's and therefore their individual needs around accessing remote learning should be considered.
- The needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study must be considered and suitable for each family's circumstances.

➤ Providing feedback on work:

- Pupils can send their completed work to teachers via email.
- Teachers will explain which pieces of work should be returned
- Teachers should respond with feedback as soon as is reasonable but normally within 36hrs
- Teachers should provide immediate verbal feedback where appropriate eg. during small group tasks, feedback sessions etc
- Specific and more detailed feedback should be given on one piece of English and maths per week
- Other pieces of returned work should be acknowledged
- Specific feedback should aim to move learning forward
- Teachers should respond to any messages from parents/children within 36hrs

➤ Keeping in touch with pupils who aren't in school and their parents:

- Class Teachers to ask Learning Facilitators to telephone parents of children that do not attend morning registration sessions
- From day 1 of remote learning to check that everything is ok and establish if they need support, encourage them to attend;
- In school hours, keep a log of the date and time of each call. Leave a message if there is no answer and say who you are in order to trace returned calls to the office.
- If by day 3 of remote learning the child is still not engaging, discuss with Head of School and escalate. This may result in a doorstep visit from the Head of School.
- Teachers to ensure the Learning Facilitator makes a weekly phone call to support and monitor learning for all LAC children;
- Information share with the DSL where there are concerns for vulnerable pupils (CP, CIN, Early Help and LAC);
- Teachers to be aware of who is accessing remote learning and proactively work with the family to remove barriers. Pupil engagement can be monitored via Evidence for Learning;

- Teachers should respond to any messages from parents/children within 36 hours;
- Any issues that are received by the Learning Facilitator or class teacher are to be dealt with professionally. If necessary, class teachers to contact the Head of School for further guidance and support;
- Teachers to make daily contact with all pupils via Teams;
- As per the daily structure for learning and at the times indicated during meeting to initiate remote learning;
- Any contact must be polite and encouraging. Teachers and Learning Facilitators must adhere to our safeguarding procedures and not give out any personal details (GDPR). Any concerns should be escalated swiftly to the Head of School and DSL;
- We believe that our parents will be doing their best during this difficult time and will work productively with the family for the benefit of the child.

➤ Attending virtual meetings with staff, parents/carers and pupils:

If teachers will also be working in school, explain who'll cover the responsibilities above during this time, or if they will still need to provide remote learning (and if so, whether there would be any links between the in-school and remote provision – for example, streaming lessons in school to pupils learning remotely).

3.2 Learning Facilitators

Learning facilitators must be available between their contractual hours. During this time they are expected to check work emails, engage with the virtual learning sessions as and when required including for registration, make phone calls to parents, comment on pupils work, guide learning for some pupils and be available when called upon to attend school.

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, Learning Facilitators are responsible for:
Supporting pupils who aren't in school with learning remotely as directed by the class teacher

- On day 1 of remote learning, Learning Facilitators will make telephone calls to parents of children that do not attend morning registration sessions to check that everything is ok from day 1 of remote learning and establish if they need support, encourage them to attend sessions (caller ID to be withheld, call in school hours,

keep a log of the date and time of each call. Leave a message if there is no answer and say who you are in order to trace returned calls to the office).

- On day 2 of remote learning, follow up with a call on day 2 if there has been no contact or engagement at all from the child or parent. (A parent may choose for their child not to attend registration but the child engages with all work. Whilst we would prefer them to attend registration and have encouraged it on day 1, we can't enforce it and it doesn't need to be followed up in this instance as long as they continue to engage with their learning. It would be good to try again at a later point to encourage attending the registration);
- On day 3 of remote learning - Escalate difficult to reach families to the Head of School by day 3 if they are still not engaging and no contact has been made at all. This may result in a doorstep visit from the Head of School;
- Contact LAC children in their class as designated by the Class Teacher once a week to keep in touch about learning and support where needed;
- Information share with the class teacher about LAC children;
 - Attending virtual meetings with teachers, parents and pupils:
- Sit against a neutral background
- Avoid virtual meetings from your bedroom (if that's not possible use a neutral background)
- Dress like you would for school (no pyjamas!)
- Use professional language

3.3 Curriculum lead

Alongside their teaching responsibilities, the curriculum lead is 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;
- Working with other leads to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other;
- Monitoring the remote work set by teachers –regular meetings with teachers will take place over the period of remote learning and they will also review the work set;
- Alerting teachers to resources they can use to teach each subject remotely;
- Making decisions about the use of online video lessons such as Oak National Academy.

3.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

Maintaining contact, collating, information sharing and responding to any safeguarding concerns.

3.5 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the hours of the 9.30am -2:30pm school day – although consider 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 Learning Facilitators;
- Alert teachers if they're not able to complete work or need support.

Staff can expect parents with children learning remotely to:

- Make the class teacher aware if their child is sick or otherwise can't complete work;
- Do their best to support their child/ren to complete remote learning set for them, including attending virtual meetings and registration on a daily basis and get in touch with the class teacher if this isn't possible for any reason;
- Seek help from the school if they need it;
- Staff should communicate with parents to share the daily timetables and associated links for accessing learning;
- Be respectful when making any concerns known to staff.

3.8 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 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 Head of School + SLT

Issues with behaviour – Log via CPOMS.

Issues with IT – talk to our Business Manager

Issues with their own workload or wellbeing – talk to their Line Manager

Concerns about data protection – talk to the data protection officer (Business Manager)

Concerns about Safeguarding – talk to the DSL (Head of School)

All staff can be contacted via their email address

5. Data protection

5.1 Accessing personal data

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

- Have access to CPOMS to record any parent contact or concerns about children, including safeguarding concerns, this is accessed via secure password. Ensure you log out after use. Not allow access to the site to any third party.
- Teachers are able to access parent contact details via CPOMS using a secure password. Do not share any details with third parties and ensure CPOMS are logged off.
- SLT and the business team have the ability to locate personal details of families when required through securely accessing CPOMS. SLT and the business team are not to share their access permissions with other members of staff. School laptops and Ipads are to be used when accessing any personal information about pupils.

5.2 Sharing personal data

Staff members may need to collect and/or share personal data such as: emails, phone numbers or addresses as part of the remote learning. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online. Any personal data shared must be a password protected document and only shared with those staff members that are using the information required. Staff will keep all such persona data confidential and not leave hard copies exposed.

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 antispyware software;
- Keeping operating systems up to date – always install the latest updates.

Refer to our Data Protection Policy for further information.

6. Monitoring arrangements

This policy will be reviewed bi-annually and will be the responsibility of the Head of School to review.

7. Links with other policies

This policy is linked to our:

- Promoting positive behaviour policy
- Child protection policy
- Data protection policy and privacy notices for parents and staff
- Online safety policy
- Keeping Children Safe in Education
- Data breach policy

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