



## STOWER PROVOST COMMUNITY SCHOOL

### REMOTE EDUCATION POLICY

Ownership	DCC/HT
Created	March 2021
Approved by Governors	24 March 2021
Updated (if apt)	January 2024 March 2026
To be reviewed	March 2029

#### 1. Statement of School Philosophy.

*At Stower Provost, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.*

*Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.*

*We always strive to be creative, innovative and support our parents / carers / children in the best possible way to make learning purposeful and holistic*

#### 2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support for Motivation, Health and Well-Being and Parent support
- Support effective communication between the school and families
- Provide appropriate guidelines for data protection

#### 3 .Who is this policy applicable to?

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.

#### **4. Delivery of Remote Education Plan**

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 - Tapestry / Microsoft Teams
- Use of Recorded video, instructional videos and assemblies
- Live teaching offered
- E mail / conversation on Teams as a check in
- Contact with all families at least once a week
- Printed learning packs -which can be collected or delivered
- Learning packs on Microsoft Teams
- Physical materials such as reading books / work books provided where necessary
- Use of Curriculum Maestro material, BBC Bitesize, White Rose based Maths, Charanga and RealPE
- Work will be set for a week (where appropriate and will include Maths, English, Reading, wider curriculum work which would have taken place)

## 5. Home and School Partnership

Stower Provost School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning could look different for different families in order to suit their individual needs.

Stower Provost School will provide information to parents on how to use the different online learning as appropriate.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Stower Provost Primary School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-by-case basis.

All children should follow our e-safety rules and these apply when children are working on computers at home.

Permission forms for online learning will be expected to be completed and returned to school.

## 6. Roles and responsibilities

- Class teachers have the responsibility for providing planned work for online learning.
- The school's SENCO may be involved in supporting planned work for online learning for individuals on the SEN register or who have EHCPs.
- School staff with a pastoral responsibility may be involved in offering online learning discussion, this may include the DSL, Head of pupil well-being or member of staff leading ELSA.

### Senior Leadership Team

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

### Teachers

When providing remote learning, teachers must be available between 8.40am – 3.20pm – there is no expectation that teachers will access work during an evening

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 to the Headteacher. When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes via Microsoft Teams – if this is not possible for any reason – it will be e mailed to parents

- The work set should follow a weekly timetable for the class
- Weekly / daily work will be shared via Microsoft Teams or e-mails to teachers

Providing feedback on work:

- Reading, writing and maths work, all completed work submitted will be given a teacher response
- All curriculum tasks submitted by end of week

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

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer e-mails should come through the school or class e-mail address
- Any complaints or concerns shared by parents or pupils should be reported to the Headteacher – for any safeguarding concerns, refer immediately to the DSL / DDSL

## **Teaching Assistants**

Teaching assistants must be available for their normal working hours

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.

During the school day and their working hours teaching assistants must complete tasks as directed by the HT or class teachers.

Alongside any teaching responsibilities, the headteacher is responsible for:

- Co-ordinating the remote learning approach across the school inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **Designated safeguarding lead**

The DSL/ DDSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

## **IT Technicians - G Peteri – Turn It On**

IT technicians are responsible for:

- 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
- Assisting pupils and parents with accessing the internet or devices

## **SENCO**

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all SEND pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans

## **School Business Manager**

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- 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

## **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

## **7. 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.

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.

## **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

Any devices being loaned to pupils will be signed for, and be the responsibility of the parent/carer until the device is returned.

## **8. Safeguarding**

The school's safeguarding/child protection policy should be referred to as needed.

## **9. Monitoring arrangements**

This policy will be reviewed every three years by Ailsa Boardman-Hirst, the Headteacher. At every review, it will be approved by the governing body.

## **10. Links with other policies and development plans**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Microsoft Teams