



Battle Primary Academy  
Empowering Opportunity

Name of Policy	Remote Learning Policy
Scope of Policy	All students, staff, volunteers and visitors
Approved by	Principal
Date of Approval	March 2023
Review period	Three Years
Review Date	March 2026

GROWING STRONGER TOGETHER



**THAMES LEARNING  
TRUST**

## Contents

1. Aims	
2. Use of remote learning.....	3
3. Roles and responsibilities .....	4
4. Who to contact.....	8
5. Data protection.....	8
6. Safeguarding.....	9
7. Monitoring arrangements .....	9
8. Links with other policies .....	9

---

### 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 08:30 and 15:30 Monday through to Friday.

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 for the pupils that they teach – this could be their class or for example when setting for Art, classes across the school. The amount of work set should be along the lines of:
  - 3 hours a day on average across the cohort for Key Stage 1, with less for younger children
  - 4 hours a day for Key Stage 3
- All work needs to be set and in place 3pm the day before
- All work set should be uploaded to Class Dojo and shared with Phase Leaders and the administration team
- Where joint planning takes place i.e. across year group teams, planning and work should be shared with partner teachers
- Making sure that all work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects
  - This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills

- This also includes considering 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
- Providing feedback on work as appropriate adhering to the school's feedback policy
- Keeping in touch with pupils who are not in school and their parents (considering carefully pupils' age and stage of development or need e.g. children in EYFS or KS1 may need more parental involvement than older children)
  - Regular contact should be made – at least weekly – and this should be done via Class Dojo in the first instance or via email
  - Any messages and emails should only be responded to during work hours, but in a timely manner of no more than 48 hours
  - Any complaints or concerns shared by parents or pupils should be raised with Phase Leads and Line Managers. If the concerns are of a safeguarding nature, they should be raised with the DSL or DDSLs
  - If children fail to complete work, this should be raised with parents/carers via Class Dojo and alerted to Phase Leaders and Line Managers
  - An opportunity to interact with teacher and peers should be planned for at least once a week via Class Dojo
- Attending virtual meetings with staff, parents/carers and pupils as necessary
  - Ensuring that the trust's dress code is considered when dressing for such virtual meetings
  - Ensuring that the location of these virtual meetings is appropriate i.e. avoiding areas with background noise and inappropriate backgrounds

If teachers are also working in school during this time, then either live streaming can be used (where appropriate) or lessons, including videos can be uploaded in anticipation of these lessons via Class Dojo.

### **3.2 Learning support assistants**

When assisting with remote learning, teaching assistants must be available during their normal working hours.

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:

- Supporting pupils as directed by the class teacher, including via Class Dojo messenger as appropriate
- Attending virtual meetings with staff, parents/carers and pupils as necessary
  - Ensuring that the trust's dress code is considered when dressing for such virtual meetings
  - Ensuring that the location of these virtual meetings is appropriate i.e. avoiding areas with background noise and inappropriate backgrounds

If learning support assistants are also working in school during this time, then either live streaming can be used (where appropriate) or lessons, including videos can be uploaded in anticipation of these lessons via Class Dojo.

### 3.3 Subject leads

Alongside their teaching responsibilities, subject leads are 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 subject leads and senior leaders 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 in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as White Rose Maths and Oak National Academy

### 3.4 Senior leaders

The Principal and Vice Principal 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 and subject leaders, reviewing work set and through pupil voice
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that our chosen platforms such as Class Dojo and White Rose maths have available
- Providing information to parents/carers and pupils about remote education

- Working alongside the catering team, Chartwells to ensure pupils eligible for benefit-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

### **3.5 Designated safeguarding lead (DSL)**

The DSL is responsible for ensuring that the child protection and safeguarding policy; the data breach policy; and the online safety policy are adhered to at all times. All these policies can be found on the school's website.

### **3.6 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet and/or school provided devices

### **3.7 Pupils and parents/carers**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although staff will be considerate of the fact that pupils 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 and/or learning support assistants
- Alert teachers if they are not able to complete work
- Act in accordance with normal behaviour rules

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 is sick or otherwise can complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

### **3.8 The Board of Trustees**

The board is 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 setting work – talk to relevant Phase Lead, Subject Lead or SENDCo
- Issues with behaviour – talk to relevant Phase Lead or member of SLT
- Issues with IT – Talk to IT staff and/or raise a 'ticket' with the Tri Helpdesk
- Issues with their own workload or wellbeing – talk to their Line Manager
- Concerns about data protection – talk to the data protection officer for the school (The Principal)
- Concerns about safeguarding – talk to the DSL or one of the DDSLs

#### **5. Data protection**

##### **5.1 Accessing personal data**

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

- Access data using the remote desktop application to gain access to the school's server
- Where appropriate, and where school laptops have been provided, these should be used to access any personal data

##### **5.2 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, which can be found on the school's website and on the trust share drive.

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**

Concerns regarding safeguarding should be raised to the DSL and/or DDSs following normal procedures. Guidance on safeguarding can be found in the school's 'child protection and safeguarding policy' on the school's website.

## **7. Monitoring arrangements**

This policy will be reviewed every three years by the Principal.

## **8. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection and safeguarding policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy