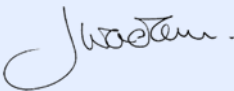


Remote Learning Policy

“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”

The Solent Schools, Vision, Values and Aims

Responsibility for policy review	Curriculum & Standards Committee
Date reviewed	1 April 2025
Review cycle	Annually Next review April 2026
Linked Policies	See Section 7, page 7
<div>Signature: 1 April 2025</div> <div>Chair of GovernorsDate</div>	





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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 are not in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available to answer live chat at those times specified on the remote learning timetable.

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, teachers are responsible for:

- **Planning and Setting work:**
 - Teachers must provide work for the same groups of pupils that they would ordinarily on the same working days, unless agreed with the Head of School.
 - Teachers will provide the equivalent of three hours of learning daily for pupils in EYFS and Key Stage One and four hours daily for pupils in Key Stage Two. This must be provided on calendar school days Monday to Friday excluding school holidays, bank holidays and inset days.
 - The work must be uploaded to Microsoft Teams at the times specified on the remote learning timetable.
 - Work should be uploaded onto Tapestry (EYFS) or Microsoft Teams.
 - Teachers should liaise with their colleagues to ensure consistency across the year group and to monitor that all pupils are able to access the learning. Any concerns regarding a pupil not engaging in the remote learning must be shared with the Head of School as soon as possible. The tiered system for engagement will then be instigated.





- **Feedback:**
 - Teachers will access completed work as pupils upload this or share on their class Teams page.
 - Teachers will acknowledge all contributions and feedback for at least one piece per day for all pupils in their class.
 - Pupils have three days to turn in their work – all feedback should ideally be shared as soon as possible after submission so that it informs future learning. Teachers should use those times identified within the provision timetable to carry out feedback. This will ensure that it is as soon after the lesson as possible.
- **Keeping in touch:**
 - Generally, teachers and learning support assistants will keep in touch via the class Teams page.
 - If a member of staff becomes concerned about any pupil, they should raise this with the Head of School before phoning the family of the pupil.
 - Parents and carers should not email the teaching and learning staff directly and all emails should be diverted through the main school email address. It will be up to individual staff to decide whether they would like to respond via their school email address. If they choose not to then the general school email account should be used.
 - The normal 48-hour (working day) response time still applies. Parents and carers are advised to use a phone call if matters are deemed urgent.
 - Teachers must agree with the Head of School those vulnerable pupils that they would like to phone on a regular basis. The Head of School will phone all other vulnerable pupils who are not on site.
- **Attending virtual meetings with staff, parents and pupils:**
 - All staff must follow the Solent Schools' virtual meeting protocol, as in TSS Microsoft Teams Staff Handbook.

2.2 Learning Support Assistants (LSAs)

When assisting with remote learning, learning support assistants must be available for their normal working hours, unless agreed with the Head of School or Executive Headteacher.

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, learning support assistants are responsible for:

- Supporting pupils who are not in school with learning remotely.
- Attending virtual meetings with teachers, parents and pupils as appropriate.
- Supporting teachers as appropriate with planning, preparation and feeding back to pupils.

2.3 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.
- Monitoring the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are 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 reaching out for feedback from pupils and parents/carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Ensuring that the school safeguarding policy and protocol are being applied as effectively as when pupils are engaging in face-to-face teaching and learning.
- Liaising with the Network Manager to ensure all online safety protocols and systems are in place and effective.
- Ensure staff are aware of the revised protocol associated with remote learning.
- Ensure all safeguarding training continues and is adapted to suit remote working.



2.6 Network Manager

The Network Manager is 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.
- Assisting pupils and parents/carers with accessing the internet or devices.

2.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the 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 support assistants at the times identified on the suggested timetable.
- Alert teachers if they are not able to complete work.

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it – via email to the general school email address or if urgent via phone call to the school office.
- Be respectful when making any complaints or concerns known to staff.

2.8 Local Governing Body

The local 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.



3. 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 year group or phase lead who may refer this to the Network Manager.
- Issues with behaviour – talk to the Head of School.
- Issues with IT – talk to Network Manager.
- Issues with their own workload or wellbeing – Year Group or Phase Lead or any senior leader within school.
- Concerns about data protection – talk to the Data Protection Officer.
- Concerns about safeguarding – talk to the Designated Safeguarding Lead.

4. Data protection

4.1 Accessing personal data

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

- Access the data from the secure school cloud (Microsoft or Arbor).
- Staff will adhere to the DCT Acceptable Use Policy and Guidelines when accessing personal data.

4.2 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 will not need to give permission for this to happen.

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

4.3 Keeping devices secure

All devices provided by the school are set to be secure. Please refer to Online Safety Policy and Acceptable Use Policy and guidelines for further information.



5. Safeguarding

An updated safeguarding policy (Autumn 2024), to encompass remote learning, is available on the school cloud.

6. Monitoring arrangements

This policy will be reviewed annually by the Executive Headteacher. At every review, it will be approved by the Curriculum and Standards Committee of the Local Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- DCT Acceptable Use policy
- The Solent Schools Microsoft Teams Staff Handbook
- Online Safety policy

