Bushbury Hill Primary School

Remote Learning Policy

'To be the best that we can be'

Document Holder	Kathryn Selvey
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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. 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.

3. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available in their usual working hours (whether working from home or within school).

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:

➢ Setting work:
➢ All teachers will set work (either links to resources or physical work packs which will vary in type and duration depending on the class/year group) in line with DfE expectations, providing learning that is equivalent in length to the core teaching pupils would receive in school.
➢ Teachers will set differentiated work to best suit the needs of the differing abilities of pupils in their classes, ensuring the inclusion of all pupils.
➢ The work set will meet, and where possible exceed, the minimum expectation for Remote Learning (3/4 hours per day in KS1/2). It will prioritise core subjects of Reading, Writing and Maths but will also account for other extra-curricular subjects, including Science and RE

• Providing feedback on work:

- As per DfE expectations, there will be opportunities for pupils to receive timely and frequent feedback on their work including support on how to progress further, including through Teams, Class Dojo and if/where required, phone calls.
- Work completed will receive praise and rewards in line with our usual school methods.

• Keeping in touch with pupils who are not in school and their parents:

- If there is a concern around the level of engagement of pupils, parents will be contacted via phone or Class Dojo to assess whether school intervention can assist. In the event of a full school closure for an extended period of time, school will contact all pupils working from home to check, monitor and support both remote learning work and pupil well-being.
- All parent/carer queries should come through the school office via phone or email or via Class Dojo for remote learning,

- Any complaints or concerns shared by parents or pupils should be reported to a member of the Senior Leadership Team (SLT) using the usual methods (through the school office or email) – for any safeguarding concerns, refer immediately to the DSL.

Teaching Assistants

Teaching assistants must be available during their usual working hours whether working in school or from home (remotely) to support learning (whether in class or remote). 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 procedures.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school including regular monitoring of engagement.
- Monitoring the effectiveness of remote learning by overseeing and monitoring work set and contacting pupils/parents where necessary to both provide support and for feedback.
- Supporting the process of remote learning and any technological difficulties both for staff and/or families.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Team

The DSL (Mrs C.Underwood) is responsible for managing and dealing with all safeguarding concerns with the support of the Deputy Designated Safeguarding. For further information, please see the school's Child Protection Policy.

Technical Support

Technical support (through eServices) is responsible for:
- Managing and addressing technical issues in Microsoft Teams, reported through etickets and/or direct contact.
- Supporting staff with any technical issues when contacted.

The SENCO

The SENCO is responsible for liaising with the teachers to ensure that the work set for remote learning is accessible to all pupils and that reasonable adjustments are made where required for pupils with Special Educational Needs.
• Liaising with the Headteacher and other organisations to make any alternative arrangements for pupils with EHC plans and Learning Plans and identifying the level of support required.

Pupils and Parents

Staff can expect pupils learning remotely to:
- Complete work set as best as they can within reasonable deadlines.
- Seek help from school staff if they need additional guidance.
- Alert teachers if they are 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 cannot complete work.
- Seek help from the school if they require it, for example with support with devices and/or internet access. Also, where required, due to being unable to access technology, provide paper packs.
- Be respectful when making concerns known to staff and use the correct channels.

- Report any Safeguarding concerns to the Designated Safeguarding Lead.

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.
- Ensuring the Remote Education policy is fit for purpose and fulfils requirements set out by the DfE.

This policy is linked to, and should be read in conjunction with, the following policies:
- Child Protection
- Behaviour
- Data Protection Policy and Privacy Notices
- Online Safety Policy and Acceptable Use Policies