Reddal Hill Primary School

Remote Education Policy

Approved by:	Full Governing Body
Date:	April 2024
Review:	April 2025
Signed:	Chair: Mr. C Harris

Introduction

To be fully prepared in the event of school closures, Reddal Hill Primary School has developed this policy in line with Government guidance (21st October 2022).

Statutory guidance sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative. While the section 19 duty (Re: Education Act 1996), sits with the local authority, schools should work closely with them and any relevant medical professionals, to ensure that children with health needs are fully supported at school, including putting in place individual health care (IHC) plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

Providing Remote Education (Non-statutory guidance for schools) January 2023

All pupils should attend school, in line with our attendance policy. We will consider providing remote education as a last resort, where a decision has been made that attendance at school is not possible; but pupils are able to continue learning. Pupils who are absent from school, and receiving remote education, will be marked as absent in the register, in line with the Education (Pupil Registration) (England) Regulations 2006 and attendance guidance, using the most appropriate code.

Aims

This remote education policy for Reddal Hill Primary School aims to:

- Ensure consistency in the approach to remote education for pupils who aren't in school.
- Set out expectations for all members of the school community with regards to remote education.
- Provide appropriate guidelines for data protection.

When will we provide remote education?

- When it is decided that opening our school is either not possible to do safely or contradictory to guidance from local or central government;
- A pupil, for a limited duration, is unable to physically attend school but is able to continue learning. These circumstances might include: pupils recovering from short term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

(Limited duration is dependent upon each individual case and will be judged accordingly by the headteacher); or

- In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, we may consider providing pupils with remote education on a case-by-case basis. This will form part of a plan to reintegrate the pupil back to school, and will only be used when it is judged that providing remote education would not adversely affect the pupil's return to school.

Roles and Responsibilities

1 Headteacher / Assistant Headteachers

- To co-ordinate the remote education approach across the school, ensuring that work is high quality, meaningful, ambitious and covers an appropriate range of subjects.
- To monitor the security of remote education systems, including data protection and safeguarding considerations.
- Maintaining weekly contact with families who have not been in contact with class teachers during periods of remote education.
- To coordinate appropriate work for pupils who have been temporarily or permanently excluded, adhering to the suspension and permanent exclusion guidance.

2 Inclusion Lead

- To monitor the remote education provision and ensure this is inclusive.

3 Teachers

- When providing remote education, teachers must be available between 8:40 am and 3:00 pm
- 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.
- 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

When providing remote education, teachers are responsible for:

- Setting work for children in their class or a similar year group.
- In the Early Years Foundation Stage (EYFS) teachers will provided up to 2 ½ hours of learning a day. This may include phonics, writing, maths, Kinetic Letters (KL) and/or curricular themed lesson
- In Key Stage 1 (KS1) teachers will provided up to 3 hours of learning a day. This may include phonics, writing, reading, maths, Kinetic Letters and/or science or foundation curriculum subjects.
- In Key Stage 2 (KS2) teachers will provided up to 4 hours of learning a day. This may include: grammar, punctuation and spelling (GPS), writing, reading, maths, KL and/or science or foundation curriculum subjects.
- Where possible, work will be set by 4pm the day before. However, when school closure is unplanned, online learning will be provided in the form of school linked apps (Purple mash, TT-Rockstar's, Spelling shed, Mathletics and/or reference to Oak Academy)
- Members of staff should use class email addresses or the class page on the school website as their primary form of communication with colleagues and parents.
- Work will be saved on the school website, on the Home Learning page, and printed paper packs will be provided for families who are unable to access remote education.

Providing feedback on work:
- Pupils can send any completed work in via email, or as a paper copy. Work can be sent in on a weekly basis or brought back to school when they return.
- Staff can give feedback via class emails during the usual working day.

Keeping in touch with pupils, who are not in school, and their parents:
- Emails received from parents are to be responded to within 24 working hours and ideally between the hours of 9.00 am and 3:00 pm.
- Any issues will be dealt with in a professional manner and the Headteacher should be copied into the correspondence.
- Contact will be maintained, at least once a week via email or phone. Only withheld phone number calls will be made.
- Contact with parents will be noted and recorded on the school safeguarding website (CPOMs).

4   Learning Support Practitioners (LSPs)

- When assisting with remote education, LSPs must be available for their contracted hours of work. If unable to work for any reason during this time, for example due to sickness, staff should report this using the normal absence procedure.

When assisting with remote education, LSPs are responsible for:

- Supporting teachers to provide physical printed paper packs for children who are unable to access remote education.
- If an LSP works one to one with a pupil they will be responsible for liaising with the class teacher about what work is being provided for other children then they can adapt this and put it on the website or send via email for individual children.
- LSPs, who work one to one with pupils, will make weekly phone calls to these families.

5   Designated Safeguarding Lead (DSL)

The DSL and Deputy DSLs are responsible for:

- Maintaining contact with families that are hard to reach or have specific difficulties, issues or problems. They will pass on any specifics to all other relevant staff and relevant agencies.
- Staff will continue to use CPOMS to record any safeguarding concerns. The DSL / DDSLs will then address these concerns in the appropriate way.
- The DSL / DDSLs will continue to ensure that all staff have up to date subject knowledge on how to keep children and themselves safe whilst using Microsoft Teams.

6   School Administration Staff

The School Administrative Staff are responsible for:

- Ensuring all parents' phone numbers and emails are up to date.
- Tracking periods of absence, to ensure that parents know when they are expected to return to school.
- Providing quality lunch parcels or food vouchers to pupils eligible for benefits-related free school meals.

7   Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work by the deadline set by teachers.
- Seek help if they need it, from teachers or LSPs. This can be done via class emails or by contacting the

school office staff for a call back from the class teacher.

- Alert teachers if they're not able to complete work.
- Take regular screen breaks.
- Only communicate through approved school portals and platforms.
- Look after their mental health and wellbeing.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Support their child to complete work set wherever possible.
- Take an active interest in their child's learning.
- Establish a daily schedule and routine and encourage screen breaks away from devices.
- Seek help from the school if they need it. School staff will direct parents to the necessary member of staff to offer such support.
- Be respectful when making any complaints or concerns known to staff and send these to the appropriate email address.
- Monitor their child's wellbeing and mental health.

8 Governing Body

The Governing Body is responsible for:

- Monitoring the school's approach to providing remote education to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons.

Attending meetings:

- The Headteacher will arrange a weekly virtual staff meeting if the school is closed for longer than a 2-week period.
- Staff should be mindful of their locations (e.g. avoid areas with background noise, nothing inappropriate in the background).
- Staff should also dress as if coming into school.

Who to contact

If staff have any questions or concerns about remote education, they should contact the following individuals:

- Issues in setting work – talk to the relevant SMT member.
- Issues with behaviour – talk to the HT or a member of SMT.
- Issues with IT – talk to SIPS or Mr Beard (Site Manager).
- Issues with their own workload or wellbeing – talk to the HT or member of SMT.
- Concerns about data protection – talk to the School Business Manager or HT.
- Concerns about safeguarding – talk to the DSL or DDSLs.

Data protection
When accessing personal data for remote education, all staff members will:
- Use VPN (Virtual Private Network) to access school-based information.

Processing personal data:
- Both children and staff will access online learning software through the school website or paper-based work.
- Accounts set in the school domain have been provided to all staff and children.

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 with family or friends:
  - Ensure antivirus and anti-spyware software is installed: and
  - The school IT will keep operating systems up to date – always install the latest updates.

Safeguarding
- Where staff are interacting with children, they will continue to follow our existing Staff Code of Conduct and Staff Acceptable Use Policy.
- Communication with pupils will only be done via class email. Any concerns arising from these communications should be raised with the DSL or DDSLs.

Monitoring arrangements

This policy will be monitored and reviewed as an ongoing process and when updates to home learning are provided by the government. This will take place by the Headteacher, SMT and Governors.

Links with other policies

This policy is linked to our-

- Behaviour policy
- Safeguarding and Child Protection Policy and Coronavirus addendum.
- Data Protection Policy and Privacy Notice.
- Home-school agreement
- E-safety and Internet Acceptable Use Policy

This policy has been written in line with:

- DFE Emergency planning and response for education, childcare and children's social care settings. October 2022
- DFE Providing remote education. Non-statutory guidance for schools. January 2023
- DFE The risk protection arrangement (RPA) for schools. December 2022
- DFE School admissions code. September 2021
- DFE Keeping children safe in education. September 2022
- DFE Working together to safeguard children. July 2018 (Updated 2020)
- DFE Statutory framework for the Early Years' Foundation Stage. March 2021
- DFE Promoting and supporting mental health and wellbeing in schools and colleges. June 2021