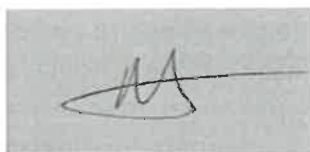


Southam Primary School

Remote Learning Policy



Chair of Governors:

Head Teacher:



Ratified: January 2025

Review date: Spring term 2026

Person responsible for implementation: Head Teacher

Aims

This remote learning policy 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.

Circumstances where remote learning may be implemented due a full-school closure

All pupils should attend school and this is always the priority if at all possible, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. It is however acknowledged that due to some circumstances, remote learning is seen as a reasonable option for pupils. Remote learning should be supervised by parents or carers.

Below are some scenarios when remote learning may be implemented.

1. School closure due to adverse weather conditions

On occasions, the school may be closed due to adverse weather conditions such as flooding, snowfall, extreme temperatures, or similar. Closure of the school is a decision that is never taken lightly and would be made to safeguard pupils, families and staff in respect of safe travel and safety in the school building. Such a closure would not normally exceed one or two consecutive days but may not be limited to this.

In these circumstances, staff will endeavour to provide three hours a day of remote learning across a cohort for Key Stage 1, with less for younger children, and four hours a day for KS2.

2. School closure due to interruption of essential utilities

Although it is very rare, on occasions, the school may be closed due to an interruption of essential utility services such as water or electricity. Closure of the school is a decision that is never taken lightly and would be made to safeguard pupils and staff in respect of ensuring flushing of toilets, hand-washing, catering, safe lighting, adequate heating and so on. Such a closure would not normally exceed one or two consecutive days but may not be limited to this.

In these circumstances, staff will endeavour to provide three hours a day of remote learning on average across a cohort for Key Stage 1, with less for younger children, and four hours a day for KS2.

3.2 Short school closure due to an outbreak of infectious diseases in school

Should the school be directed to close due to direction by Public Health England (The British Government), then the school would be closed for as long as directed and required. Examples may be when Public Health England direct the school to close due to an outbreak of measles, scarlet fever, and so on.

In these circumstances, staff will endeavour to provide three hours a day of remote learning on average across a cohort for Key Stage 1, with less for younger children, and four hours a day for KS2.

How remote learning would be delivered due to short-term school closure

Teachers may provide learning material in video format such as:

- pre-recorded teaching videos
- Phonics videos
- BBC BiteSize programmes
- Oak National Academy Virtual School recorded lessons
- White Rose maths instructional videos
- Recordings of story books being read

This might be followed by differentiated tasks for the pupils to complete at home supported by their parents/carers. These tasks may be provided using the parent/school App –Class Doj, by email or by paper copy as appropriate to the age group and the circumstances of the school closure.

The school would endeavour to 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

Long-term school closure due to an outbreak of infectious diseases in school or other unforeseen circumstances

Should the school be directed to close due to direction by Public Health England (The British Government), or for another unforeseen reason, then the school would be closed for as long as directed and required.

If these circumstances extend to beyond a week, staff will endeavour to provide daily teaching to pupils that is live on Teams. This teaching would be supported by written tasks to be completed with the support of parents/carers at home.

Teaching Assistants would be available to support pupils on-line with interventions and/or differentiated teaching with priority given to children with special educational needs and those with pupil premium status.

Circumstances where individual children may receive remote learning.

From time-to-time, pupils may not be able to attend school for a variety of reasons. Examples with the school's endeavours are suggested here:

1. Pupils with medical conditions

This applies to 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 but are well enough to learn at home without said learning impacting negatively on their recovery.
- They are preparing for or recovering from some type of operation provided they are well enough to engage with their learning without having a negative impact on their health.
- They are recovering from injury and attendance in school may inhibit such recovery and by engaging with remote learning, their health and wellbeing is not negatively impacted
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue and where remote learning will not have a negative impact on their mental or physical health.

2. Pupils on a reduced timetable due to Special Education Needs

- Children who have a special educational need that triggers them being overwhelmed by the school environment may need a reduced timetable. This may apply to children starting school for the first time, or children who have suffered an emotional breakdown, or similar. This timetable would be reviewed every two-weeks in line with the school's attendance policy. If it is judged by the school SENDCo and the parent that remote schoolwork would impact negatively on the pupil due to them being overwhelmed, then tasks with little demand may be set by the pupil's teacher as appropriate.
- In these circumstances, the school and parent would put formal arrangements in place to identify how to reintegrate the pupil back into school. This may well use a plan-do-check-act approach to increasing time at school in consultation with external professionals as appropriate.

3. Pupils who have been suspended

- 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.
- If a pupil is suspended, then work will be sent to the pupil at home to be completed with a parent or carer.

- School will put formal arrangements in place to identify and how to reintegrate the pupil back into school

How remote learning would be delivered to individual pupils due to them not being able to attend school.

Teachers may provide learning material in video format such as

- Phonics videos
- BBC BiteSize programmes
- Oak National Academy Virtual School recorded lessons
- White Rose maths instructional videos

This might be followed by differentiated tasks for the pupils to complete at home supported by their parents/carers. These tasks may be provided using the parent/school App – Class Dojo, by email or by paper copy as appropriate to the age group and the circumstances of the pupil.

The school would endeavour to 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

Where pupils are absent from school due to holidays taken in term-time.

The school will not provide remote or home-learning for any child who is absent from school due to holidays or unauthorised leave taken during term-time.

Safeguarding of Pupils who are receiving remote learning

The Designated Safeguarding Lead will direct teaching staff to monitor the attendance and completion of work by the pupils they are teaching.

This may include:

- Taking a register or making phone contact with parents.
- Making home-visits if required to adhere to the school's attendance and safeguarding policies.
- Reporting any concerns direct to the Designated Safeguarding Lead.
- Notification to social services as appropriate.

Pupil and parent/carer responsibilities

It is acknowledged that when parents or carers are asked to support their children during remote learning this can be challenging, especially if they have many children, the parents have work commitments, the pupil has barriers to learning. However, parents, carers and pupils [depending upon their age or ability] should endeavour to:

- Engage with the remote learning that has been provided.
- Be contactable during the school day so communication can take place between home and the school.
- Complete work according to the deadline that has been set by the teacher.
- Seek help if they need it.
- Alert the teacher if it is not possible to complete the work.
- Act in accordance with the normal behaviour rules / conduct rules of the school while on line.
- Notify the school if their child is not able to engage with the work due to sickness.
- Create structure and routine for their child to follow to keep consistency in learning behaviour and engagement.
- To supervise their children to ensure they are safe on-line.

Appropriate equipment for pupils to access remote learning from home

While it is commonplace for families to have a device at home that children can use to access learning, it is acknowledged that this is not always the case. In circumstances where a laptop, computer, or similar is not readily available to the family and computer-based learning is provided for the pupil, then school will endeavour to provide a device to the pupil on a temporary loan basis. The school will ensure that the necessary safeguarding controls are in place before the loan is made.

Links with other school policies

The policy is linked to our:

- Behaviour policy
- Child protection policy
- Data-protection and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- On-line safety policy
- SEND and inclusion policy

Responsibilities of the Senior Leadership Team

The Senior Leadership Team of the school will endeavour to:

- Monitor the effectiveness of the remote learning through regular meetings with teachers.
- Monitor the security of remote learning including safeguarding and GDPR.
- Support members of staff with training where appropriate.
- Ensure that the workload of teachers is manageable and realistic.
- Ensure that the school's reporting procedures are adhered to and all safeguarding concerns are reported in a timely manner.
- Periodically review the remote learning procedures.

Support for individuals

All staff and students will receive training on how to use See Saw. This will be regularly reviewed and refreshed as appropriate.

Parents/carers will be provided with information on the platform to be used for the purpose of remote education, how this works and any relevant user guides. Parents/carers will also be given information on the type of work that pupils are expected to undertake, how their teachers will be communicating with pupils and details of how lessons will be delivered. The school will ensure that there is regular communications with parents/carers.

The school will keep up to date records of students who have limited or no access to relevant devices or to the internet.

Where students are not able to access a device, the school will provide hard copies of materials and ensure they regularly communicate with individual students and their parents/carers to assist with the student's learning wherever possible.

We will also have plans in place to ensure that remote learning is adapted for younger children and those children with SEN who may not be able to access the technology in the same way or without supervision.

We will continue to provide pastoral care by assisting parents with establishing a routine to allow time for education and relaxing to reduce stress and anxiety.

Data Protection, Information and Security and Online Safety

When staff are required to work from home in order to deliver education, the school shall:

- Provide staff with a secure, school registered device to work from
- Ensure staff are briefed and familiar with the school's remote working policy.
- Ensure all staff are updated with data protection training

When implementing a platform where students are required to engage in online activities, the school will:

- Ensure parents are informed of the type of work children are being asked to do
- Share information and guidance with parents to ensure they are able to effectively monitor their children's safety online.
- Review settings to ensure they are set to the most secure and practical format that is possible.
- Consider the age of the children when designing the delivery of the curriculum and the systems they will be required to use.
- Review privacy settings of all platforms used for online teaching (e.g. youtube, MS Office, MS Teams) to ensure children are not placed at risk.
- If uploading information to an open cloud-based system, we will ensure no personal information that identifies individuals is included.
- Take all reasonable steps to ensure that risks of harm to children through inappropriate access via on-line portals are reduced as far as possible.

