Flourish and grow with responsibility, respect and resilience

'As I have loved you, so you must love one another.'

John 13:34

Harleston Sancroft Academy

Remote Learning Policy (Primary Phase)

Policy Type:	**Academy Policy**
Approved By:	**Local Governing Body**
Date Approved by LGB:	**31/01/2024**
Review Date:	**January 2025**
Person Responsible:	**Head Teacher**

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change

General Policy Roles and Accountabilities

The Diocese of Norwich St Benet's Multi Academy Trust is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Remote Learning Procedure
Harleston Sancroft Academy
January 2024

Contents

1 Statement of Intent

At Harleston Sancroft Academy we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to

succeed. Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

2. Aims

This remote learning policy aims to:

- Continue to ensure that every child receives the best education the school can provide through minimising disruption to pupil's education and the delivery of the curriculum.
- Ensure that remote education is blended into the whole school curriculum so it is an essential part of this, alongside classroom teaching.
- Ensure consistency in the approach to remote learning for pupils who are not in school through high quality learning resources accessed via a shared platform.
- Set out expectations for all members of the school community with regards to remote learning.
- Ensure pupils unable to attend school remain fully included within the school community
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Protect pupils from the risks associated with using devices connected to the internet.
- Provide appropriate guidelines for data protection so that staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during periods of remote learning.
- Ensure that parents are fully aware of their responsibilities to support a child's learning if they are unable to attend school.
- Identify which learning pathway a child is on at any given time:

3 Legal Framework

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result the [Remote Education (England) Temporary Continuity (No.2) direction](#) no longer has effect.

The Dfe issued non-statutory guidance to schools on maintaining their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education.

The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:
- Dfe (2022) Providing remote education:guidance for schools)
- DfE (2023) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

4. Roles and responsibilities

4.1 The governing board are responsible for:

- Monitoring and evaluating the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that the school has robust risk management procedures in place.

4.2 The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may be required to support pupils during the period of remote learning.

4.3 Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through the google platform and applications, professional discussion and by providing staff with updates/training in remote learning good practice.

- Timetabling additional staff to support the class teachers, in the event of a full or partial school closure .
- Timetabling additional staff to support children who have SEND, Social Care involvement, SEMH and other additional considerations as defined by the school.
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will ensure the provision continues.
- Supporting families that do not have access to devices to enable them to connect with remote learning. This may include the loan of electronic devices or providing paper packs in exceptional circumstances relating to the particular needs of pupils.

4.4 The DPO is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

4.5 Computing Champion/IT technicians are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or using their device.
- Providing devices, where possible, to families where there is no suitable form of technology for accessing Google classroom or Tapestry.

4.6 The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely and remaining in contact at least weekly with these pupils and families.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded on C-POMS and reported.

4.7 The SENDCo is responsible for:

- Liaising with the computing lead/ IT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required..
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and those who have Assess, Plan, Do, Review cycle plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

4.8 Staff members are responsible for:

If staff 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

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL, recording these on C-POMS and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher/HOS.
- Reporting any defects on school-owned equipment used for remote learning to the Computing Lead/ IT technician.
- Adhering to the Staff Code of Conduct at all times.
- Adhering to the staff dress code in the Staff Handbook when attending Google meetings.

4.9 Subject Champions

Alongside their teaching responsibilities, subject champions are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate a blended learning approach.
- Working with other subject champions, teachers and senior leaders to make sure work set remotely across their subjects matches the curriculum overview for their subject.
- Reviewing the remote work set by teachers in their subject through Google form questionnaires, professional discussion and by alerting teachers to resources they can use to teach their subject remotely.

4.10 Teaching assistants

When assisting with remote learning, teaching assistants are responsible for:

- Supporting the class teacher in acknowledging work submitted on Google classroom.
- Reporting any concerns to the class teacher about children or the work they are submitting via email.
- Supporting pupils who aren't in school with learning remotely as directed by the SENDCo or class teachers.

4.11 Parents are responsible for:

In the event of any form of isolation and loss of learning, parents must understand that engagement in home learning is a requirement, as is the expectation that Harleston Sancroft Academy makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraph 5.1 of this policy, and that the schoolwork set is completed on a daily basis and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Contacting the school as soon as possible if they or their child needs further support
- Responding promptly to phone messages or emails from school staff regarding remote learning.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence or sickness in line with the schools reporting procedures.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Ensuring that any devices loaned by the school are used solely for the purposes of remote learning in accordance with the HSA loan user agreement.
- Adhering to the home/school agreement at all times

4.12 Pupils are responsible for:

- Ensuring that their schoolwork is completed on a daily basis and to the best of their ability.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.
- Seeking help, if needed, themselves or via a parent, from the staff monitoring each classroom or through any support sessions offered.

5 Learning Approach and Resources

Harleston Sancroft Academy will offer the following during whole class or whole school closures:

5.1 Remote learning between 9:00 am and 3.00pm Monday to Friday.

5.2 Work posted at 8:00am daily in KS1 and KS2 (Google classroom). Work posted both weekly and daily in EYFS (Tapestry)

5.3 Daily work linked to the current learning within the class or work which adheres to the sequence of curriculum planning normally followed in the event of a prolonged closure.

5.4 A broad and balanced curriculum which follows the class timetable normally in place, as far as possible. This will include collective worship, Maths, English, daily phonics in KS1 and regular spelling lessons for KS2, reading and RE, as well as foundation subjects.

5.5 High quality resources selected or created by the class teacher. These may include those provided by Power Maths, White Rose Maths, BBC Bitesize, Oak National Academy, Letter-Join, Little Wandle, Big Cats, Spelling.

5,6 Lessons which include a variety of teaching approaches. These may be videos or audio files recorded by the class teacher, online videos or presentations created by the class teacher as well as live sessions where appropriate.

5.7 An outline of the daily planner via Google classroom.

5.8 A daily welcome and end of day message to each class.

5.9 Regular live support sessions for English and Maths from teachers or teaching assistants. These sessions will require a parent to be present in the room. No sessions will be conducted with individual children, except in exceptional circumstances agreed by SLT.

5.10 A daily reading of a whole-class text.

5.11 Class worship opportunities Mon-Thurs, with a whole school celebration assembly led by the SLT on a Friday.

 5.12 In exceptional circumstances (agreed by senior leaders), the provision of weekly paper packs of work to be collected by families.

5.13 Additional support and/or resources for children who have SEND, Social Care involvement, SEMH and other additional considerations as defined by the school.

Harleston Sancroft Academy will offer the following for individuals working from home for reasons agreed with the Headteacher.

5.14 Class teachers will provide daily learning through google classrooms

5:15 High quality resources selected or created by the class teacher. These may include those provided by Power Maths, White Rose Maths, BBC Bitesize, Oak National Academy, Letter-Join, Little Wandle, Big Cats, Spelling.

Providing feedback on work

5.15 Pupils will be expected to submit their work through Google Classroom to their class teacher.

5.16 Feedback and acknowledgement of work will take different forms inline with normal school policy and practice. This may be individual, group or whole class feedback. Feedback

will be age appropriate. All children will receive at least 1 private acknowledgement about their submitted work each day.

5.17 Children's work will be celebrated in a variety of ways. This may include Google classroom streams, within lessons, through Harleston Sancroft Academy Twitter Page, Celebration Assembly and video compilations of work.

Attending virtual meetings with staff, parents and pupils

5.18 Areas with background noise should be avoided.

5.19 Where possible Google backgrounds or background blurring tools will be used. Where this is not possible a neutral background is advised.

5.20 Microphones will be muted for all attending children.

5.21 The use of the `hand` tool will be used when children want to speak.

5.22 All persons present (staff/children/parents) will be appropriately dressed

6 Who to contact

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

Issues in setting work – the relevant class teacher, subject champion, SENCo or Curriculum leader.
Issues with behaviour – the relevant class teacher, pastoral lead, SENCo or AHT for attitudes to learning.
Issues with IT – the computing lead or contact the IT technician via ERGO.
Issues with their own workload or wellbeing – SLT, pastoral lead or the wellbeing champion
Concerns about data protection – the DPO
Concerns about safeguarding – a DSL

7 Online Safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

7.1 All staff and pupils using video communication must:

- Communicate in groups where possible. 1:1 sessions to be agreed at the discretion of SLT in exceptional circumstances according to need.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not recommended during video communication.
- Use appropriate language.

- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Always remain aware that they are visible.

7.2 The school will consider whether one-to-one sessions are appropriate in exceptional circumstances, e.g. to provide individualised support/programmes for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCo.

7.3 Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

7.4 The school will risk assess the school-owned technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

7.5 The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

7.6 The school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

7.7 During the period of remote learning, the school will maintain weekly contact with parents via Headteacher/Head of School newsletters to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

7.8 The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

8 Safeguarding

This section of the policy will be enacted in conjunction with the school's Safeguarding Policy,

8.1 The DSL and SLT will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

8.2 The DSL will arrange for at least weekly contact to be made with vulnerable pupils, prior to the period of remote learning.

8.3 Telephone calls made to vulnerable pupils will be made using the school telephones where possible.

8.4 The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

8.5 All contact with vulnerable pupils will be recorded on C-POMS.

8.6 The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

 8.7 All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be recorded on C-POMS and the records stored so that the DSL has access to them.
- Actively involve the pupil.

8.8 Vulnerable families will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

8.9 The DSL will meet (remotely or on site) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

8.10 All members of staff will report any safeguarding concerns to the DSL immediately and log their concerns on C-POMS.

8.11 Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.

8.12 The school will also signpost families to the practical support that is available for reporting these concerns.

9 Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

9.1 Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

9.2 Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

9.3 Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

9.4 Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

9.5 All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

9.6 The school will not permit paper copies of contact details to be taken off the school premises.

9.7 Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

9.8 Any breach of confidentiality will be dealt with in accordance with the school's procedures for a data breach.

9.9 Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedures

10 Health and Safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

10.1 Teaching staff and Computing Lead will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

10.2 During remote learning, parents will be made aware of the importance of regular screen breaks.

11 Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

11.1 The school will communicate with parents via letter and the school website about remote learning arrangements as soon as possible.

11.2 The SLT will communicate with staff as soon as possible via email about any remote learning arrangements.

11.3 Members of staff involved in remote teaching from home will ensure they are available to take phone calls during their agreed working hours.

11.4 Members of staff involved in teaching at school will ensure they have a radio to communicate with during their agreed working hours.

11.5 The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication with pupils is only permitted during school hours.

11.6 As much as possible, all communication with parents will take place within the school hours outlined in paragraph 5.1

11.7 All communication with parents will be recorded on C-POMS. In the event of technical difficulties this will be recorded on the safeguarding contact form.

11.8 Teachers will contact families every week for a wellbeing call if children are not present in online sessions.

11.9 Where there are concerns around children absent from Google Classroom or where there is a deterioration in the amount of work being submitted or overall quality of work, teachers will contact families on the 3rd day of concern.

11.10 Where staff are unable to contact parents the following procedure will be followed:
- Text message to parent to inform them when staff will call
- Email to parent to inform them when staff will call
- Phone call at the stated time
- If there is no parental response, DSL and SLT to be informed
- Home visit by SLT and DSL where this is deemed appropriate

11.11 Emails received from parents and pupils will be checked between 9am and 3pm Mon-Fri.

11.12 Teachers will aim to respond to pupil/parent emails promptly and at least within 48 hours.

11.13 Parents or pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

11.14 Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

11.15 The school will keep parents and pupils informed of any changes to the remote learning arrangements.

11.16 The class teacher will keep parents and pupils informed of any changes to the remote learning provision being scheduled.

11.17 The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

12 Policy Monitoring

This policy will be reviewed annually, or when a change is deemed necessary such as a change in Government policy, by the Headteacher, SLT and Governors.

Approved by: To be presented to Governors as a policy ……….
Date: 25th January 2021
Last reviewed on: January 2024
Next review due by: January 2025