



Barnett Wood Infant School

Remote Learning Policy

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Policy Impact Statement and Updates

Policy:	Remote Learning Policy
Date of review:	January 2025
Governor/s responsible:	Approval delegated to Headteacher
Status / date of next review:	Every 2 years - January 2027
How well has the policy achieved its purpose and outcomes?	
The Remote Learning Policy is designed to provide a structured framework for delivering education when traditional in-person learning is not possible. This policy aims to ensure that pupils receive a high-quality educational experience, regardless of their location.	
Updates and/ or changes to policy:	
January 2025	No changes to the policy

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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Contents

1. Aims	3
2. Use of remote learning	3
3. Roles and responsibilities	4
4. Who to contact	7
5. Data protection	8
6. Safeguarding	8
7. Monitoring arrangements.....	9
8. Links with other policies	9

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. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

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

- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

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.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 9.30am – 12pm and 1pm – 3.00pm. 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 procedures. If it affects the completion of any work required, make sure that arrangements have been made with year group colleagues or SLT to ensure work is completed.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Create a weekly timetable of work for their class in liaison with year group colleague. The timetable will vary dependent on the age and stage of the children in the year group. This will include subjects from across the curriculum.
 - Daily work will be set using the school website 'Remote Learning' Page for all year groups. This work will be uploaded by 9.00am on each day of a year group or whole school closure.
 - The year group page on the school website will be updated weekly with an overview of learning under 'This week's learning' – the overview of lessons will be placed on Reception to Year 2.
 - Class teachers ensure children without access to a device are provided with a school device, if available, or a paper pack if appropriate due to the individual needs of the child.
 - Work set will be differentiated and meet the needs of all children in the class.

- Providing feedback on work:
 - In the event of whole bubble or school closure, a dedicated email address for each class will be set up. Photos or scans of work from home can be sent to these email addresses for the teacher to provide feedback.
 - Teachers will respond to parents' emails within 48 hours.
 - Early Years staff will respond to observations on the tapestry online journal with a like to acknowledge it.

- Keeping in touch with pupils who aren't in school and their parents:
 - Year group pages will be updated weekly to provide information for parents. An overview for the week will be uploaded during a closure.
 - Emails received will be checked between 9.00am and 3.00pm, Monday to Friday. Replies will only be sent during these times. If it is a generic year group query, any member of the team can respond to the parent/carer.
 - Teachers to have contact will all pupils in their class each week via Zoom sessions, and daily registers.
 - Teachers who need contact with a parent/carer will come into school to call the parent after not receiving a reply from a parent/carer via email.
 - Teachers will not give out any personal details and should use their Barnett Wood email address as the contact. Any concerns should be forwarded to a member of SLT/Safeguarding team who may choose to contact the parents directly.
 - Teachers will email a parent if a child has not participated in the remote learning offer and the teacher has not been made aware of a reason for this. The first response is to email, the second response is for the class teacher to phone from a school device.
 - When no contact has been made with family, SLT will ring, a letter will be posted home to express concern. This will be logged with the inclusion team at Surrey.
 - Two members of staff will make a door stop visit if there has been no contact.

- Attending virtual meetings with staff, parents and pupils:
 - Staff will adhere to the school dress code when meeting with children on Zoom.
 - Staff will select a location with an appropriate background for the online interaction.
 - Teachers will organise the class into groups of 8-10 children to attend a weekly online Zoom session, the teacher will assign the slot that the child will be expected to attend. This will be a Zoom at 2.30pm. A timetable of the schedule for Zoom meets will be displayed on the year group pages.
 - Staff will use Microsoft teams for virtual staff meetings/year group meetings to discuss school business.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their set working hours, Monday to Friday (the hours vary depending on year group that they work in). 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. Teaching Assistants may be asked to work on site during a school closure to support key worker children.

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

- Supporting pupils with learning through providing online feedback for work as assigned to them by
- their class teacher/team leader.

Attending virtual meetings with pupils:

- Staff will adhere to the school dress code when meeting with children via Zoom.
- Staff will select a location with an appropriate background for the online interaction.
- Teaching assistants may be online alongside the teacher during daily Zoom meets where possible.

3.3 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
- Provide support to teaching staff who are working remotely to provide learning in your subject area
- 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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

3.4 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 – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Provide support/cover if staff are absent within the year group team.
- Contact parents/carers as required.

3.5 Designated safeguarding lead

The DSL is responsible for

- Maintaining contact, collating, passing on information and responding to any concerns.
- The DSL may delegate contact to other members of the safeguarding team

3.6 SENDCo

The Special Educational Needs Co-ordinator is responsible for:

- Reviewing the work being set for SEND children ensuring it is appropriate and accessible.
- Contacting parents/carers to provide support whilst they are working remotely, as appropriate.
- Being available to provide support to teachers for setting work matched to the needs of the children.

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Early years children will be accessing learning through play recorded on the Tapestry online learning platform.
- Receive guidance from their carers/parents if they need support to access the remote learning where possible.
- Seek help if they need it from teaching staff via email or private comments on Google classroom.
- Alert teachers if they are not able to complete work.
- Attend the daily register.
- Attend the weekly Zoom meet they have been allocated.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work via email to the class email address and school office on info@barnett-wood.surrey.sch.uk
- Communicate with them during the hours of 9.00am-5.30pm.
- Utilise the school website to get an overview of the week's learning, use the home learning tab for useful links for learning, and support their children to access online platforms.

3.8 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

4. Who to contact

If parents/carers have any questions or concerns about remote learning, they should contact the class teacher primarily and they will signpost them to support or pass on the question or query to an appropriate member of staff. Staff can be contacted via their class email address – these will be available on the school website in the event of full closure.

5. Data protection

5.1 Accessing personal data

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

- All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Staff shall log out after use. Staff shall not allow access to the site to any third party.
- Teachers are able to access parent contact details via SIMS using a secure password while onsite. If they are working from home, they will access personal data through Sharepoint drive.
- SLT have the ability to locate personal details of families when required through securely accessing CPOMS.
- SLT are not to share their access permissions with other members of staff

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email address as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

5.3 Keeping devices secure

Staff adhere to the acceptable use policy for ensuring the security of their school devices. 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 is locked if left for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software (by the school's IT provider).
- Keeping operating systems up to date (updated by the school's IT provider).

6. Safeguarding

Our Safeguarding and Child protection policy is available on our website and has been updated in line with current guidelines.

7. Monitoring arrangements

This policy will be reviewed every 2 years by the headteacher and it will be approved by the full governing body.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy