

Remote learning policy

Winterbourne Junior Girls' School

Aspirations, Expectations, No Excuses



'Vincam' - Together we Conquer

Approved by: FGB

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Scenarios where remote education should be provided

Use of remote learning

Attendance is mandatory for all pupils of compulsory school age. 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.

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. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between their normal working hours

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.

When providing remote learning, teachers are responsible for:

When providing remote learning, teachers should:

- 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

- Setting work
 - Provide work for class/year group
 - Providing work for pupils who are self-isolating
 - Providing work that meets the normal school timetable daily
 - Post work as the next lesson begins
 - Be online (Google Meet)
 - Work should be uploaded to the class/year group via Google Classroom
 - Plan together as a year group in order to provide consistency and equality of opportunity for the pupils
 - Plan for all abilities using the mastery approach i.e. starting task should be accessible for all etc...
 - Lessons will be recorded for students to refer back to and this will be uploaded to the classroom for reference
- Providing feedback on work:
 - Using Google Classroom grading function
 - Designing quizzes for instant feedback
- Keeping in touch with pupils who aren't in school and their parents:
 - Staff are expected to make regular contact, via phone calls

- Staff are expected to answer queries asked on Google Classroom, within their working hours
- Any complaints or concerns shared by parents and pupils should be directed to the SLT – for any safeguarding concerns, refer to the DSLs
- Any behavioural issues, such as failing to complete work after the teacher has contacted parents will be reported to SLT

➤ Attending virtual meetings with staff, parents and pupils:

- Staff dress code adhered to
- Locations - e.g. avoid areas with background noise, nothing inappropriate in the background
- If at school, the remote learning that has been set will be delivered to all pupils

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours

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.

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

- Supporting the teacher to support pupils who are in school and those learning remotely
- Attending virtual meetings with teachers, parents and pupils:
 - Staff dress code adhered to
 - Locations - e.g. avoid areas with background noise, nothing inappropriate in the background

2.3 Subject leads/SENDCo

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum needs to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning - 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

2.5 Designated safeguarding lead

The designated leads are responsible for:

Being available for all staff to discuss any safeguarding issues or concerns. They should ensure that all staff are aware of the DSL and deputy contact details. Tamryn Scott Cree 020 86843532 and Mary Berkeley-Agyepong 020 86843532

- Ensuring that cases of suspected or actual child protection or safeguarding concerns are referred to the appropriate agencies. The DSL will gather further information and evidence if needed.
- Ensuring that all staff are fully trained in safeguarding and know how to spot and raise concerns. They will also help to maintain an effective staff supervision programme.
- Undergoing regular refresher training themselves to ensure their safeguarding knowledge is as up to date as possible and in line with new guidance.
- Ensuring that adequate reporting and recording systems are in place for safeguarding procedures, and that there are appropriate transferal procedures for records if students move.
- Ensuring that the school's safeguarding policies and procedures are up to date with the most recent statutory guidance, and that everyone who has safeguarding duties are familiar with any updates.
- Communicating with families on the school's policies and procedures, as well as any concerns or referrals where appropriate.
- Complying with any Local Safeguarding Children Partnership requirements.
- Ensuring their organisation has sufficient safer recruitment procedures.
- Being aware of any children who may require specific safeguarding needs and have specific vulnerabilities

2.6 Pastoral Support

The Pastoral Support team are responsible for:

- Being aware of any children who may require specific welfare needs and have specific vulnerabilities
- To oversee welfare, mental health, attendance and behaviour issues relating pupils
- To help remove welfare barriers to learning, enabling students to make progress
- Supporting vulnerable learners to make good progress
- Supporting parents to enable their child/ren to make good progress

2.7 IT lead and IT staff (Octavo)

IT staff 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 devices

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.9 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

3. Who to contact

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

- Issues in setting work – talk colleagues in year group, to the relevant subject lead or SENDCO
- Issues with behaviour – talk to a member of SLT
- Issues with IT – talk to IT staff (Octavo)
- Issues with their own workload or wellbeing – talk to HT or DHT
- Concerns about data protection – talk to the data protection officer (EW)
- Concerns about safeguarding – talk to the DSLs
- Concerns about staff welfare – talk to SLT, colleagues, pastoral support, Union representatives

4. Data protection

4.1 Accessing personal data

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

- Use a secure device to access the data – i.e. staff laptops rather than your own personal devices, computers in school

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and parent phone numbers 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found <https://winterbournegirlsschool.co.uk/privacy-notices/>

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

4.3 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 among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

This annex should be read in conjunction with the school's safeguarding policy and other relevant policies and procedures

Appendix 5 - Pandemic annex to safeguarding policy

During a pandemic, safeguarding children continues to be a priority.

Unless stated otherwise all existing policies, procedures and guidance continue to apply.

1) Concerned about the safety or welfare of a child

- a) Speak to your designated safeguarding lead as per the safeguarding policy
- b) SPOC is operating as normal
- c) If you believe that a child is at immediate risk of harm call the police on 999

2) Allegations against a teacher, other staff member, volunteer or another professional

- a) Follow procedures as per the school safeguarding policy
- b) The LADO function is operating as normal

3) Designated safeguarding leads

- a) We will endeavour to ensure the DSL or Deputy DSL is available on site
- b) In the event that the DSL and all Deputy DSLs are unable to be present on site on call alternative arrangements will be put in place
- c) Advised all staff of any on-call arrangements.
- d) When on-call the DSL and Deputy DSLs can be contacted as follows:
 - Tamryn Scott Cree 020 86843532
 - Mary Berkeley-Agyepong 020 86843532

e) The DSL will inform all staff of any changes to the safeguarding policy

4) Vulnerable children

a) We recognise that all pupils are potentially vulnerable during this period, though some pupils are already known to be more vulnerable than others.

b) The school will take steps to ensure all children are safeguarded during this period.

c) Children will be prioritised in relation to risk, with actions proportionate to risk.

d) We will make the following arrangements:

Priority	Arrangements to safeguard
Without continued regular contact, this child will be at significant risk of harm.	Expect to attend school Child should have an assigned social worker. An assigned DSL makes weekly contact with family and liaises with Social Worker. The school is in regular contact with them via email or telephone contact if not at school and if not completing work assigned (another check) to ensure our families have all that they need. Information is updated and shared in usual ways i.e. through CPOMS and shared DSL log
Active contact needs to be maintained with this family on a regular/weekly basis to monitor how the family are coping and to escalate if necessary	Children in this group will not necessarily have a social worker assigned to them. The school is in regular contact, weekly calls are made, contact is also maintained via Google Classroom by class teacher who is asked to contact DSLs daily if this child has not made contact and completed work assigned
Less frequent contact can be maintained due to stability in this child's safety network	As above – with weekly enquiry by the DSLs to class teacher

5) Attendance

a) The school will maintain a daily register of all staff, volunteers and children attending the school.

b) The numbers in attendance will be reported daily to the Department of Education and Croydon Council in line with required reporting requirements.

6) Online lessons/activities and other staff contact with pupils

a) The schools Code of Conduct in relation to use of technology; staff/pupil relationships and communication; and use of social media still applies.

b) The safeguarding of staff and children remains paramount.

c) The head teacher may grant permission in advance in specific circumstances such as allowing staff to deliver live online lessons/activities or carry out welfare checks (as above).

d) These should be part of an agreed pandemic learning and safeguarding plan.

e) Staff **must not**:

- Contact children on the child's mobile phone. Telephone welfare checks must be made via the parents/carers contact numbers.
- Email pupils from their personal email address or email pupils at their personal email address. Any emails between staff and children must be from/to email addresses within the school's email system.
- Deliver online lessons/activities on a one-to-one basis. These must be delivered from school accounts/platforms and there must always be at least two members of staff online for the duration of all such lessons/activities.
- If a staff member is delivering live online teaching from home – there must always be at least two members of staff online for the duration of all such lessons/activities.

7) Safer recruitment

a) Safer recruitment checks will continue for new staff and volunteers as before in line with the school safer recruitment policy

b) All new staff and volunteers must undertake safeguarding training

8) Safeguarding when acting as a hub school

a) The head teacher in agreeing to act as a hub must ensure that:

- The school that is sending children to the hub school also sends appropriate staff to support the children in attendance at the hub school.
- Every day all staff, volunteers and children at the school are aware of the safeguarding arrangements at the school.
- All staff and volunteers working at the school from other schools have satisfactorily cleared all required safer recruitment checks and undergone safeguarding training in the last 12 months. This can be done by way of a letter of assurance from the sending school.
- Staff and volunteers from other schools are added to the Single Central Register.
- They have emergency contact information for all staff, volunteers and children in attendance at the school.
- They have emergency contact details for a member of the sending schools senior leadership team and their on call DSL.
- They have appropriate SEND, medical, safeguarding and welfare information in respect of any vulnerable children attending the school

9) Safeguarding when sending your pupils to a hub school

a) The head teacher in sending pupils to attend a hub school must ensure that:

- They send appropriate staff to support your school's children while they are attending the hub school.
- Such staff must have satisfactorily cleared all safer recruitment checks and undergone safeguarding training in the last 12 months.
- They provide the hub school with a letter of assurance regarding safer recruitment checks and safeguarding training.
- Your staff and the hub school have emergency contact details for a member of the school's senior leadership and team and on call DSL.

- Your staff and hub school have emergency contact information for all children expected to attend the hub provision.
- Your staff and the hub school have appropriate SEND, medical, safeguarding and welfare information in respect of any vulnerable children attending the hub schools.
- That other involved professionals are made aware that the child will be attending a different school as part of a hub school arrangement.

10) Contextual safeguarding information

a) The designated safeguarding lead for the school will ensure:

- All staff and volunteers are aware of the increased contextual safeguarding risks associated with a pandemic in respect of online safety, mental health and domestic abuse.
- Parents/carers and children are given appropriate information in relation to the increased contextual safeguarding risks associated with a pandemic in respect of online safety, mental health and domestic abuse.

6. Monitoring arrangements

The Headteacher will review this policy termly. At every review, it will be approved by the Teaching and Learning committee.

7. Links with other policies

This policy is linked to our:

- Positive Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Acceptable Use policy