



## Remote Learning Policy

**Date Reviewed: 03/2024**

**Reviewed By: LGB**

**Next Review Due: 03/2027**

**Review Cycle: 3 Years**



## **Statement of Intent**

At Stoughton Infant and Nursery School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or 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.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- 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.

### **1. Legal Framework**

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 (2023) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'

### **2. Roles and Responsibilities**

#### **Our staff will:**

Ensure that safeguarding will be our utmost priority and we will do the following:

- Child Protection Online Monitoring System (CPOMS) will continue to be used to communicate and log any safeguarding concerns and this will be monitored regularly throughout each day by the DSLs
- Continue good communication and engagement with external professionals and services
- The Inclusion Lead will check in with EHCP families and feedback to class teachers
- The HSLW to keep in regular contact with Pupil Premium and vulnerable families and continue to provide high quality support. These interactions and support that has been provided will be communicated using CPOMS
- We will be monitoring the level of engagement closely, Tapestry enables us to track this
- We will also monitor the attendance at group zooms and class zooms
- Email and/or telephone calls to see if there is a reason for non-engagement/absence and we will ask what support families need to enable access and improve engagement with remote learning
- If families continue to be disengaged we will make the necessary referrals that we feel is appropriate to safeguard children e.g. to the Inclusion Officer (formerly Education Welfare Officer)

Provide high quality teaching and learning opportunities, even when the children aren't in school and therefore we will do the following:

- Encourage independent learning opportunities that encourage children to think, not to just get to the end of a task
- Vary the styles of introduction to learning. E.g. not always using PowerPoint
- Give any new learning a context, using the best possible resources available
- Link any new learning or knowledge to existing knowledge, to help learning stick
- Model new learning
- Provide scaffolds for learning so the needs of all pupils are met
- Tell the children what they need to do to be successful
- Share what a good one looks like (WAGOLL)
- We will do less better and in greater depth
- Provide opportunities to apply their knowledge and demonstrate their knowledge

**Our Governing body will:**

- Ensure that the school has robust risk management procedures in place.
- Ensure that the school has a business continuity plan in place, where required.
- Evaluate the effectiveness of the school's remote learning arrangements.

**Our children will be expected to:**

- Try their best with their home learning and demonstrate our school values of positivity, courage, perseverance, love and nurture
- Ask a grown up for help if they need it
- Join a zoom to see their peers, teacher and teaching assistants

**Parents will:**

- Encourage children to take part in the learning opportunities offered every day
- Try their best to fit home learning in around work and family commitments
- Liaise with school staff any difficulties or barriers to home learning

**3. 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

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.

#### **4. Resources**

##### **Learning materials**

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Tapestry
- Educational websites
- Interactive games
- Purple mash
- Pre-recorded video lessons
- Live Zoom

#### **5. Communication**

- We will use ParentMail as our main form of communication as this allows us to email, text and ask permissions
- Links to video messages will be sent using ParentMail and Tapestry
- Tapestry and Zoom will be used as a communication tool

#### **6. Monitoring and Review**

- This policy will be reviewed on a 3 yearly basis by the senior leadership team