Holyport CE Primary School & Foundation Unit

Remote learning contingency policy

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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 for 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 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

They are also responsible for:

- Setting work
    - Teachers will ensure they provide work for their class, or group(s) concerned
    - Teacher will set an amount of work as agreed with the school's leadership team, at Holyport we aim for
    - 3 hours a day on average for KS1 - core subjects and 1 foundation subject , with less for younger children
    - 4 hours a day for KS2 - core subjects and 2 foundation subjects
    - The work
    - Work will be uploaded to the school's website – class pages: https://www.holyportprimaryschool.co.uk/class-pages-2/
- The method of sharing work to and from school and for communication between school and home would be Seesaw (KS1 and 2) Tapestry (Foundation, incl Pre Reception)
- The SENCO and Curriculum Lead and Class teachers will agree who will contact those appearing not to engage in home learning
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
    - Teachers will ensure a range of curriculum is covered in the time available
    - Work taking place during remote learning is overseen by school's Leadership Team – The Lead for the Curriculum. In the event of multiple classes remote learning, the Curriculum

Lead tracks and monitors the content being offered to children and asks for a register of those returning work to be shared.

- This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
- This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- Providing feedback on work –
    - Teachers will access completed work from pupils via Seesaw
    - Teachers are expected to share feedback with pupils using the feedback icons and text and voice clips facility. This may not apply to every piece of work submitted, but in accordance with our marking policy, each piece should be acknowledged.
- Keeping in touch with pupils who aren't in school and their parents

    Teachers will hold a register of those taking part in online learning and/or returning work on seesaw. There will be regular contact, through Seesaw/Tapestry and where appropriate emails, phone calls will be made.
- Teachers will answer Seesaw comments and emails from parents and during school working hours only
- Any complaints or concerns shared by parents and pupils – including for any safeguarding concerns, teachers will refer these to the designated safeguarding lead(s)via the school's electronic system CPOMS.
- Teachers will work first with parents and children about any concerns where children are not engaging online in lessons or are not complete work. If there is no resolution, the School's Leadership Team and/or SENCO as appropriate will help to resolve the situation.
- In the event of a large school closure, for more than 1 day – remote online learning will be established using MS TEAMS. In the event of a few classes or for a single day – the first days learning will be made available on the school's class pages. This will contain a mixture of online and paper-based activities.
- Attending virtual meetings with staff, parents/carers and pupils
    - Staff and Families must remain dressed in accordance with the school's code of conducts
    - Children are not expected to be in uniform, but dressed appropriately in line with a non – uniform day
    - Consider the location of your device – avoid areas with background noise, staff will ensure privacy and we ask that families follow the online protocols shared on the website and sent out when joining a meeting online.
- If the school is experiencing a partial closure, there will be teachers also be working in school. There would be set times and a rota for maintaining remote learning and the Curriculum Lead is responsible for this.
- At Holyport, we will not stream live lessons from a working classroom – for safeguarding and privacy of all children.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during 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 must report this using the normal absence procedure for the school.

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

- Supporting pupils identified by the teacher, who aren't in school with learning remotely

- Key pupils will be made aware of the additional support being offered
- Teachers will provide them with the tools and resources to deliver any online content
- Attending virtual meetings with teachers, parents/carers and pupils

    - Staff and Families must remain dressed in accordance with the school's code of conducts
    - Children are not expected to be in uniform, but dressed appropriately in line with a non – uniform day
    - Consider the location of your device – avoid areas with background noise, staff will ensure privacy and we ask that families follow the online protocols shared on the website and sent out when joining a meeting online.

Teaching assistants will also be working in school, in the event of a partial closure. They will in exceptional circumstances cover some teaching responsibilities, as mentioned above during this time.

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
- 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
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

The Curriculum Leader, usually a member of the SLT has overarching responsibility for the quality and delivery of remote education. This is supported by other members of the SLT such as the English and Maths Leaders or Phase leaders. The SENCO/PPG Lead will also be responsible for the delivery of learning for children with EHCPs and children on the SEN provision maps.

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/carers

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education – usually via a letter from the Headteacher sent on Parent Pay
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

All though any period of remote learning, the DSL is responsible for the following:

- Managing referrals:
    - Refer cases to SPA, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk
    - Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
    - Act as a source of support, advice, and expertise to staff members on matters of child protection and safeguarding, including Contextual Safeguarding.
    - Have responsibility to ensure there is at least one key adult for 'Operation Encompass'* and a point of contact for Child Exploitation
    - To ensure that the Local Authority are notified if children are persistently absent or missing from education.
    - Keep online/written records of safeguarding and welfare concerns and ensure a standalone file is created as necessary for children with safeguarding concerns
    - Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.
    - Ensure such records are kept confidentially and securely and separate from the child's educational record.
    - Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding records to the Education Social Welfare Service.
- Multi-agency working and information sharing:
    - The DSL recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance
    - The School is not the investigating agency when there are child protection concerns. The school will, however, contribute to the investigation and assessment processes as required.
- Training:
    - The DSL will ensure all staff undertake appropriate annual updates in order to:
        - be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
        - understand the assessment process for providing early help and intervention, e.g., RBWM threshold guidance, preventative education, and the local offer

- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, radicalisation and subject to listening or hearing to domestic abuse.
- Ensure each member of staff has read and understands the school's safeguarding policy and procedures, including providing induction on these matters to new staff members
- Organise face-to-face whole-school safeguarding training for all staff members at least every three years.
- The DSL will ensure their training remains in date (every 2 years)
- Ensure the school allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.
- Maintain accurate records of induction, ongoing training, and continual professional development (CPD) relating to safeguarding.

- Awareness raising:
  - Ensure the school's child protection policies are known, understood, and used appropriately.
  - Ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
  - Ensure the safeguarding policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this.
- Quality assurance:
  - Monitor the implementation of and compliance with policy and procedures, including periodic audits of safeguarding and welfare concerns files (at a minimum once a year).
  - Provide regular reports, to the Governing Body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
  - Take lead responsibility for remedying any deficiencies and weaknesses identified in safeguarding arrangements.
- Support for staff:

  The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case.

3.6 IT/SBM

The IT/SBM is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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 (DPO)

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 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 the remote learning agreement for behaviour.

Staff can expect parents/carers 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any concerns known to staff

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a 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 staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the Curriculum Lead/Member of the SLT or SENCO
- Issues with behaviour – talk to a member of the SLT
- Issues with IT – talk to the Office/School Business Manager
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the School Business Manager, school based data protection officer
- Concerns about safeguarding – use CPOMS and/or talk to the DSL(s)

5. Data protection

5.1 Accessing personal data

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

- Use the school's secure cloud services e.g. our M.I.S and the school's server
- Only use school given devices such as laptops or I-pad's

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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 at https://www.holyportprimaryschool.co.uk/policies/

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.

5.3 Keeping devices secure

All staff members will follow the school's Acceptable Use Statements and 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
- Keeping the antivirus and anti-spyware software up to date by connecting to the school's server for its updates
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

Please refer to our Child Protection and Safeguarding Policy and other linked policies which apply during any period of remote learning. The school uses CPOMS, therefore has the ability to share 'causes for concerns' remotely to the DSL(s), who can act in accordance with paragraph 3.5 above. The policy is available at: https://www.holyportprimaryschool.co.uk/policies/

7. Monitoring arrangements

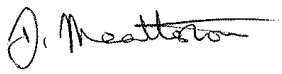
This policy will be reviewed every 3 years. At every review, it will be approved by the Standards and Staffing Committee or Full Governing Board if appropriate. It will also be reviewed as a matter of urgency should the school experience a longer period of remote learning.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy

- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

HOLYPORT CE PRIMARY SCHOOL & FOUNDATION UNIT	
date policy adopted and signed by LGB: on 11th October 2023	NAME AND SIGNATURE Governor/ Chair of Governors:
Name of Head teacher: Amanda Featherstone	Signature of Head teacher: 
Date to be reviewed: June 2026 or earlier in light of a future pandemic or guidance from DfE/ODST	This policy will be subject to review by the Governing Body in the light of changes in the curriculum or provision or legislation or advice from the ODST/LA.