

# Hartford Infant & Preschool And Hartford Junior School



## Remote Learning Policy

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## 1. Aims

This Remote Learning Policy aims to:

- ensure consistency in the approach to remote learning for all pupils (inc. SEND) who are not able to be in school;
- set out expectations for all members of the school community with regards to remote learning;
- support effective communication between the school and families and support attendance;
- provide appropriate guidelines for data protection and safeguarding.

## 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 but are well within themselves;
  - 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 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:

- Where work should be uploaded (e.g. school website, remote learning platform) – cover any instructions for doing this if your staff are unfamiliar with the system

- Keeping in touch with pupils who aren't in school and their parents/carers.

### 3.2 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/iPads accompanied by a user agreement or contract (if 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 security of remote learning systems, including data protection and safeguarding considerations
- Providing information to parents/carers and pupils about remote education via the website

### 3.3 Parents/carers

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 complaints or concerns known to staff

### 3.4 Local Advisory Board

The LAB 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. Further roles and responsibilities

**Office Team:** monitor absence, inform staff of any pupils not attending school due to life limiting illnesses or other situations and organise remote learning packs for individual cases where applicable.

**Designate Safeguarding Leads:** ensure those pupils that have little or no access to online learning receive printed materials to access. Ensure regular contact is made with pupils and families who are not attending the setting due to life limiting illnesses or other situations.

**SENDCo:** monitor and support staff to ensure that remote learning opportunities are accessible for all, especially pupils with additional needs.

**Curriculum Subject Leads:** monitor and continue to develop designated curriculum areas, supporting staff to plan and make available high quality remote learning opportunities.

**Teaching Assistants and Midday Supervisors:** support class teachers where directed; monitor and encourage pupils' engagement and provide feedback to as appropriate.

## **5. Data protection**

### **5.1 Accessing personal data**

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

- Access data via the usual in-school methods such as ScholarPack and use of OneDrive.
- Staff should ensure that, where possible, data such as pupil telephone numbers or home addresses are accessed using devices provided via the school such as laptops and tablets rather than personal devices such as mobile phones.

### **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.

However, staff are reminded to collect and/or share as little personal data as possible online.

### **5.3 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 and not revealing passwords to anyone else – 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);
- making sure the device is locked if left inactive for a period of time;
- not sharing the device among family or friends;
- ensuring the physical security of all devices;
- maintaining security software and measures (e.g. antivirus and anti-spyware) remain in place and active;
- keeping operating systems up to date – always install the latest updates when prompted.

### **5.4 Devices on loan**

Parents/carers can contact the school via [office@hartfordinfantschool.org](mailto:office@hartfordinfantschool.org) to request a device.

We will also contact parents/carers who we believe have inadequate devices to support their child's learning at home, this includes WIFI access, and offer support e.g. a CAM Trust iPad, voucher for BT hotspots etc.

Parents/carers will need to sign the CAM Academy IT Acceptable Use Policy and the iPad Loan Agreement. The device should only be used for Remote Learning.

## **6. Safeguarding**

Our updated Safeguarding Policy is available on our school website. Further information and requirements for school staff is available in the attached appendices.

All children and adults are subject to The Cam Academy Trust's 'Acceptable Use Policy' at school which includes online safety rules. This policy also applies when children are using school provided devices or online platforms whilst outside of school. Staff will continue to follow expected safeguarding procedures, referring concerns using MyConcern as usual.

## **7. Monitoring arrangements**

This policy will be reviewed formally on an annual basis. At each formal review, it will be approved by the Curriculum & Standards Committee.

## **8. Links with other policies**

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Acceptable use and online safety policy
- Attendance Policy
- Data protection policy
- Early Years Foundation Stage Policy
- Critical Incidents Policy