



# REMOTE LEARNING POLICY

Approved: 11 July 2023 by the Interim Executive Board  
Next review: July 2024

## Who to contact

Questions or concerns about remote learning should be directed to:

- Senior Leadership Team (SLT): Workload, data protection, setting work
- Paul Brown or IT provider (currently JSPC): technical issues
- Designated Safeguarding Leads (DSL): Safeguarding

## A. Aims

1. This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning (For a full list of expectations related to the amount and type of work sent home, please see Appendix 4 below.)
- Support the Data Protection Policy

## B. Roles and responsibilities

2. Senior leadership team (SLT) is responsible for:

- Facilitating the implementation of remote learning. This may be following guidance from West Sussex Education Authority, from the Department for Education or, under some circumstances, because of a temporary closure of a Downland Village Schools Federation (DVSF) school or individual classes.
- Co-ordinating the remote learning approach across the school, including ensuring availability of appropriate hardware and software.
- Monitoring the effectiveness of remote learning through 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 .
- Corresponding with parents regarding when and how remote learning will be available.

3. Designated safeguarding leads: The DSLs are responsible for:

- Monitoring school contact with vulnerable families.
- Addressing concerns raised by stakeholders, in line with the DVSF child protection & safeguarding policy.

4. Subject leaders: 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 with our aim to provide a rich, exciting and engaging curriculum.
- Monitoring the remote work set by teachers in their subject, through regular meetings with teachers and reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

5. Teachers: In the event of a temporary school closure, (not including industrial action) under the instruction of the SLT, teachers will be available during normal school hours or by prior arrangement with their class pupils/parents. If they are 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 (phone call to the appropriate senior leader.)

When providing remote learning, teachers are responsible for:

**a. Setting work for their own class:**

- To reach as closely as possible the learning levels they would achieve in school
- At least one piece of maths, one piece of English and one piece of topic work or wider curriculum work per day (or a weekly project)
- Work will be uploaded to Office 365 Teams by 9am on the day for which it is timetabled
- If necessary, work can be printed and collected from school

**b. Providing feedback on work:**

- Pupils will be able to upload work to Office 365 Teams for marking and feedback
- Teachers will provide verbal or written feedback via Office 365 Teams before the next lesson or piece of work is sent
- In some cases, it may be necessary to provide feedback by email or telephone

**c. Keeping in touch with pupils who are not in school and their parents:**

- Regular contact will be made via emails, phone calls or Office 365 Teams
- 'Regular' will be agreed between SLT and teachers based on need
- Teachers are not required to answer emails out of school hours but should check emails twice a day and respond within 48 hours (not including weekends, school holidays). Messages about set work should be replied to same day where possible but no longer than 48 hours
- Any safeguarding concerns or complaints must be forwarded to the DSLs
- Any failure to complete work or behavioural issues must be addressed in line with the *Remote learning code of conduct* at appendix A

**d. Attending virtual meetings with staff, parents and pupils:**

- Dress code: refer to the *Remote learning code of conduct* at appendix A
- Locations: refer to the *Remote learning code of conduct* at appendix A

Staff workload will be monitored by the SLT and the individual staff members. Staff will not be expected to correspond, plan and assess lessons outside school hours. Teachers should use their non-contact time to correspond with children's families. If necessary, cover will be provided for staff to fulfil these responsibilities

6. Teaching assistants: If assisting with remote learning, teaching assistants must be available for their usual school hours. If they are unable to work for any reason during this time, for example due to sickness, they should report this by phoning or messaging the SLT.

If required to assist with remote learning, teaching assistants are responsible (with guidance of the class teacher) for attending virtual meetings with staff, parents and pupils:

- Dress code: refer to the *Remote learning code of conduct* at appendix A
- Locations: refer to the *Remote learning code of conduct* at appendix A

Where necessary, cover will be provided if teaching assistants are also working in school.

7. IT support team: The IT support team are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing.
- Reviewing the security of remote learning procedures and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

8. Pupils: **We would not expect a child who is unwell to be doing homework or remote learning.**

Staff can expect pupils learning remotely to:

- By arrangement, be contactable when the class teacher requires (within normal school hours)

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Parents: Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it (by email or phone).
- Be respectful if making any complaints or concerns known to staff.

9. Governing body: The governing body is responsible for:

- Monitoring the schools' approach to providing high quality remote learning.
- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

### **C. Data protection – supporting DVSF Data Protection Policy**

10. Data security: School work / files and data should be kept only on DVSF's Office 365 system (ie Teams, SharePoint, Outlook etc) or other systems approved by the SLT, and should never be downloaded to personal devices unless approved by the SLT. Staff should not use personal email addresses / systems or social media for any school related business.

11. Accessing personal data: When accessing personal data for remote learning purposes, all staff members will ensure:

- All correspondence is via Office 365 unless agreed by SLT.
- School devices are used.

12. Processing personal data: Staff members may need to collect and/or share personal data, as part of the remote learning system. This is permissible, as long as this processing is necessary for the schools' official functions, but, as outlined in paragraph 10 above, this data should be stored only within the Office 365 system and staff are reminded to collect and/or share as little personal data as possible

13. Keeping devices secure (including personal devices): The DVSF will take appropriate steps to ensure 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.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

### **D. Safeguarding**

Please refer to the DVSF Child protection and safeguarding policy and raise any concerns with the DSLs.

### **E. Monitoring arrangements**

If full or partial temporary school closure is initiated, this policy will be reviewed as required. When normal schooling is in operation, it will be reviewed annually and approved by the governing body.

### **F. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy

- Data protection policy and privacy notices
- Home-school agreement and codes of conduct
- ICT and internet acceptable use policy
- Internet and E-Safety Policy (June 2023)

**Appendix 1: Code of conduct for children, parents and other family members when working remotely between school and home.**

**Please read, sign and return to the school office.**

## **Purpose**

This code of conduct aims to make sure everyone who participates in Downland Village Schools Federation's (DVSF) remote learning, knows what is expected of them and feels safe, respected and valued. There is a separate code of conduct for DVSF staff.

The DVSF schools must make sure that everyone taking part has seen, understood and agreed to follow the code of conduct, and that they understand the consequences of inappropriate behaviour.

## **Dos and don'ts**

### **When working remotely, you should:**

- ensure children and adults are dressed appropriately (i.e. not in pyjamas or onesies)
- ensure the device you are working on is in a quiet, well lit area of your home. Examples of this are a living room or kitchen, where adults can observe and listen to your interactions (i.e. not alone in a bedroom or any other private space.)
- cooperate with others
- be friendly, listen to others, be helpful and have good manners
- treat everyone with respect and take responsibility for your own behaviour
- talk to your parents or another trusted adult about anything that worries or concerns you
- follow this code of behaviour
- join in and have fun!

### **You should not:**

- have conversations with people in your house whilst the teacher or another child is talking
- leave your workplace unless the teacher gives you permission
- be disrespectful to anyone else

**As an extra safety measure for all concerned, school to home sessions may be recorded.**

### **If the code of conduct is not adhered to:**

#### **Minor or first-time incident**

If you behave in a way that does not follow the code, we will remind you of the code and ask you to comply with it. You will have an opportunity to think and to plan how you could behave differently.

If you continue not to follow the code after your first reminder, or if your behaviour is more serious, you will be given a formal warning by the person running your activity.

They will record what happened and inform your parents or carers if this is appropriate.

They will also talk with you about what happened and agree what support you need to improve your behaviour in the future.

We may also decide that a sanction is appropriate, such as restricting you from taking part in some activities.

If the support we have put in place is not helping you to change your behaviour, we may need to give you a final warning.

Again, this will be recorded and we will inform your parents as appropriate.

If the final warning is not adhered to, the school may exclude the pupil from school activities, for a period determined by the Executive Headteacher.

## **The role of parents and carers**

**We would not expect a child who is unwell to be doing homework or remote learning.**

We see parents and carers as valuable partners in promoting positive behaviour and will involve them as appropriate.

We will always inform and involve parents if children receive a formal warning about behaviour, unless doing so would put them in danger.

Please ensure you and your child/ren have read the DVSF code of conduct for remote learning, then complete the form below to indicate that they and you, will abide by the stated aims.

The named children and adults below have read and understood the document **Code of conduct for children, parents and other family members when working remotely between school and home.**

<i>“We agree to abide by the Code of conduct for children, parents and other family members when working remotely between school and home, and understand the potential consequences of not maintaining those standards of behaviour.”</i> Type or write your name below.	Please delete as appropriate next to your name to indicate your response.
	Yes/No
	Yes/No
	Yes/No
	Yes/No
	Yes/No
	Yes/No

## Appendix 2: Home learning survey and permission slip (sent with enrolment packs)

Dear Parents.

At the Downland Village Schools, children use Office 365 for remote learning.

This means that, under some circumstances, in the event of a temporary school closure, for day-to-day homework or for class based remote work, teachers will use Office 365 to set work.

### **We would not expect a child who is unwell to be doing homework or remote learning.**

Every child will be given a personal school email address and password, to enable them to access Office 365 at home and in school. We will ensure that full tuition is given to the children before this is done. Furthermore, we have developed a code of conduct for children when working at home and we will monitor the use of email and other associated Office 365 apps, to ensure it is being used responsibly.

To enable us to do this, we need your permission to give your child/ren an email address and password, which will solely be for Office 365. We also need to ascertain whether your child/ren have access to the internet at home and that they can use any devices in an appropriate area.

### **Please fill out the permission slip and short survey below and return to the school office. Thank you.**

I \_\_\_\_\_ (enter your name) give my permission for the school to supply an email address and password to access MS365 for:

\_\_\_\_\_ (child 1)

\_\_\_\_\_ (child 2)

\_\_\_\_\_ (child 3)

I give my permission for my child/ren named above to access remote learning set by the school.	Yes/No
I understand that I am responsible for monitoring my child/ren's access to their home learning and that it must take place in a shared area (ie not a bedroom or other solitary room.)	Yes/No
We understand that sessions may be recorded for the added protection of all participants.	Yes/No
We have read and signed the code of conduct for children, parents and other family members when working remotely between school and home.	Yes/No
<b>My child/ren have access to the internet on:</b>	
Laptop, tablet or PC	Yes/No
Smart Phone (not generally suitable for home learning)	Yes/No
If required, there are enough devices for all of my children to access the internet at the same time.	Yes/No

Please return to either [office@cuprimary.school](mailto:office@cuprimary.school), [office@rake.w-sussex.sch.uk](mailto:office@rake.w-sussex.sch.uk) or [office@rogate.w-sussex.sch.uk](mailto:office@rogate.w-sussex.sch.uk), dependent on which school your child/ren attends.

### **Appendix 3: Code of conduct for staff working remotely between school and home (including from their own homes.)**

#### **Purpose**

This code of conduct outlines the conduct the Downland Village Schools Federation (DVSF) requires from staff when working remotely with children and/or their parents. The code aims to help protect staff and children, and reduce the possibility of unfounded allegations being made.

Many of the items stated below are covered in the school handbook. However, the DVSF is responsible for making sure everyone taking part has seen, understood and agreed to follow this code for remote learning.

#### **Responsibility**

You are responsible for:

- Only using school Office 365 apps to facilitate school to home learning (unless agreed by SLT)
- ensuring that adults and children follow the **code of conduct for children, parents and other family members when working remotely between school and home**, and are familiar with the consequences of them not doing so
- ensuring your own working environment is appropriate and does not have any potentially offensive or upsetting materials in the background when working remotely
- ensuring you are dressed appropriately
- ensuring equipment is used safely and for its intended purpose
- having awareness of an individual's safeguarding and child protection issues
- following the DVSF principles, policies and procedures including our policies and procedures for child protection and safeguarding, when working remotely
- modelling good behaviour for children and young people to follow
- challenging all unacceptable behaviour and reporting any breaches of the behaviour code to DSLs, including behaviour being displayed by an adult or child.

#### **You should:**

- always tell children and/or parents that the session will be recorded (for the added safety of all taking part)
- ensure your contact with children and young people is appropriate and relevant to the work you are involved in
- ensure that, whenever possible, there is an adult present during activities with children and young people
- ensure that the children and adults are dressed appropriately and are not in a bedroom or other private space (living rooms or kitchens are the best locations)
- only contact children during normal school hours, or at times agreed by the school leadership team
- only use school accounts to communicate via email or online platforms, never teachers' personal accounts
- make sure any phone calls are made from a blocked number so teachers' personal contact details are not visible.
- If staff members are accessing families' contact details at home, ensure they comply with the Data Protection Act 2018.

#### **Unacceptable behaviour**

When working with children and young people remotely, you must not:

- allow concerns or allegations to go unreported
- take unnecessary risks i.e. allowing a child or adult to correspond with you from a bedroom or other unsupervised area
- let children and young people have your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account.

I \_\_\_\_\_ (sign and print your name)  
have read and will follow the **Code of conduct for staff working remotely between school and home (including from their own homes.)**

Please type your name and return to either office@cuprimary.school, office@rake.w-sussex.sch.uk or office@rogate.w-sussex.sch.uk, dependent on which school you work in.



#### **Appendix 4: Remote education provision: information for parents.**

This document provides information to pupils and parents or carers, about what to expect from remote education, where school or class closures require entire cohorts to remain at home (not including industrial action.)

Below you will find answers to some commonly asked questions related to remote learning.

#### **Will my child be taught broadly the same curriculum as they would if they were in school?**

- We will endeavour to teach children who are at home, as close to the same curriculum remotely as if they were attending school. However, this may not always be practicable, as some presentations and teaching techniques do not lend themselves to virtual learning.
- There will be maths and English work for every day, plus a selection of topic work chosen from RE, science, art, PE, history, geography, music, PSHE or computing.
- There may also be 'focus' days or weeks, which will provide activities based around a theme - e.g. art, mental health, science etc.

#### **How long can I expect work set by the school to take my child each day?**

- This will be decided by the SLT and will be dependent on the length of and reason for the school closure.
- At DVSF, we appreciate that it will sometimes be difficult for parents who may be juggling their own jobs, a number of mixed age children in their family, and access to a limited number of devices.
- Therefore, teachers have will be advised to consider the individual circumstances of each family when setting work and adjust their expectations accordingly as to what and how work is returned.

#### **How will my child access any online remote education you are providing?**

- All children have been given an email address and password, which allows them to access their class's Teams pages. Instructions have been provided on how to access Teams. Support is available from [pbrown@rake.w-sussex.sch.uk](mailto:pbrown@rake.w-sussex.sch.uk)
- By prior arrangement with the Senior Leadership Team (SLT), some teachers will use Tapestry to facilitate online learning.

#### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- A survey will be sent out to gauge the access to appropriate devices and internet, taking into account all members of the family, whether primary age or not.
- If there are difficulties in accessing the work online, the school can, by prior arrangement, provide printed copies for home learning. These may be collected from the school.

## How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Recorded teaching (e.g. video/audio recordings made by teachers).
- Live, whole class support, where teachers or TAs can provide instruction and guidance for work set.
- Live teaching may be available on a 1-1 basis, by prior arrangement with the SLT/SENDCo.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Additional learning resources may be available for some children, as agreed by SLT/SENDCo e.g. Numicom, number lines.
- Websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g Oak Academy, Purple Mash etc.

## What are your expectations for my child's engagement and the support that we, as parents and carers, should provide at home?

- **We would not expect a child who is unwell to be doing homework or remote learning.**
- As per the DVSF Remote Learning Code of Conduct, children are expected to be available for live sessions at the pre-arranged times specified by their teacher.
- It is expected that the work set is completed and returned within the specified time set by the class teacher.
- It is hoped that parents will, where necessary, set routines and provide support with your children's education.
- Younger children may require more support from parents with accessing Teams and the work set.

## How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Teams provides the school with the ability to monitor when each child has viewed, completed and submitted the work set.
- Teachers, TAs and the Senior Leadership will continuously monitor children's engagement with the work and whether it has been completed and returned.
- If it is noted that there have not been attempts to complete the work, the school will make contact with the parents to discuss the individual circumstances and assess if any further support is required.

## How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- When appropriate, feedback can be provided on the Teams platform.
- Where necessary, verbal feedback will be provided during live sessions.
- Paper copies will be marked by the class teacher and, if required, contact made via email or telephone to provide feedback.

### **Support for pupils with additional needs**

#### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example, with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and we will work with parents and carers to support those pupils in the following ways:

- By prior arrangement, the school may provide 1-1 online support for some children.
- This will be dependent on need, as assessed by the SLT, SENDCo and class teacher.
- Work will be differentiated by the class teacher to meet the needs of the child.
- 1-1 teaching will also be dependent on the availability of staff to provide the support.

**If you require clarification on any aspect of remote learning, please contact a member of the Senior Leadership Team:**

[dbertwistle@dvsf.w-sussex.sch.uk](mailto:dbertwistle@dvsf.w-sussex.sch.uk)

[pbrown@rake.w-sussex.sch.uk](mailto:pbrown@rake.w-sussex.sch.uk)