



Cherry Orchard Primary School
"We care, we learn, we succeed"



Pupil Remote Learning Policy

Date of Policy:	September 2020
Member of Staff Responsible:	DSL (Emma Emery)
Updated:	May 2023
Review Date:	May 2024

To be read in conjunction with the Children Protection and Safeguarding Policy, Anti-bullying policy, Staff code of Conduct, Data Protection Policy, Online Safety and Acceptable Use Policy, Prevent Duty, Marking and Feedback Policy, Health and Safety Policy, Attendance Policy, Children Missing in Education Policy, Curriculum Policy, Accessibility Policy, Behaviour Policy.

Ethos Statement

At Cherry Orchard, we understand the need to continually deliver high quality education where it is not possible, or is contrary to government guidance, for some or all pupils to attend school. 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.

Remote Learning

The school will implement provision for remote learning to ensure pupils who are required to isolate or have long-term medical condition never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy outlines how we will deliver remote education.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, 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.

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)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2022) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2023) 'Providing remote education: non-statutory guidance'

Roles and responsibilities

The governing body is responsible for:

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

The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

The health and safety officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The DPO is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The online safety DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.

The Inclusion Leader is responsible for:

- Liaising with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.

- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The SBM is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The ICT technician is responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the Inclusion Leader to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material
- Reporting any absence in line with this policy.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

- Adhering to the school's expectations for parents.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their parent/teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

Teaching and learning

All pupils will have access to high-quality education when remote working. For the purpose of providing remote learning, the school may make use of the following methods depending on the situation:

- Google Meet live sessions
- Google Meet recorded sessions
- Work assigned through Google Classroom
- Links to relevant external videos to support learning
- Quizzes via Google Classroom
- Use of online Digi Books
- Use of Oxford Owl RWI books online for KS1

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set work so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum that allows skills to be developed incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos and live online lessons.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

Teachers will ensure any programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

Teaching staff will liaise with the Inclusion Leader and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The Inclusion Leader will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time.

Resources

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs that can easily be printed from a mobile device.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

When necessary, work packs will be made available for pupils who do not have access to the internet or a printer at home – these packs can be collected from school.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support from the DfE.

Pupils and parents will be required to maintain the upkeep of any school-owned equipment they use to access remote learning resources.

School staff are not responsible for providing technical support for equipment that is not owned by the school.

Remote learning in the case of an individual child

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue education remotely. These circumstances should only involve short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recover.

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, we would consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate a pupil back into school, and only when it is judged that providing remote education would not have adversely affected the pupils return to school.

Teachers will be responsible for uploading relevant material to Google Classroom to the learning taking place in school by the following morning for the child to complete at home. This will include details of the following:

- An English and a maths activity for each day, with any necessary support materials such as PowerPoints or links.
- An activity from each of the other curriculum subjects to be covered in class, with any necessary support materials.

Teachers may choose to upload the work onto Google Classroom with all of the activities in once a week, or set the activities every two or three days, or every day.

Parents are expected to ensure that the work is completed.

If a child is ay home for a week or more, the class teacher or pastoral team will call and speak to the child once a week to check on wellbeing.

Remote learning in the case of a class or school closure

Staff will be present for remote learning by 9:30am and cease their remote learning at 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes. There will be four live teaching sessions per day, each to last a maximum of 30 minutes dependent on the age of the child.

One lesson will be English; one will be Mathematics. The third lesson will be a rotation of the other curriculum areas. Once the live lesson is completed work will be set for pupils to complete for the remainder of the session. At the end of the teaching session the class teacher will remain online with their camera and microphone muted so that pupils can ask for help if needed. The final session will be a plenary of the day or a story time.

Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at 10:30am until 10:45am.
- Lunchtime will take place between 12:00pm and 13:00pm.

As pupils may need additional support from an adult at home, this policy recognises that some parents may be working from home and this limits what support they can give to their child.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Live lessons may be recorded if parental permission is obtained from all parents with the group. These will be kept for 29 days.

Staff or pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents will inform their child's teacher/school office no later than 8:30am if their child is unwell. The school will monitor absence in line with the Attendance Policy.

If a teacher becomes unwell, their live learning sessions will be delivered by another teacher.

Marking and feedback

Teachers should monitor which children are completing tasks and follow-up on any incomplete work with parents.

All schoolwork completed through remote learning must be:

- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Assessment and Feedback Policy.

The school expects pupils and staff to maintain a good work ethic during remote learning.

Pupils are accountable for the completion of their own schoolwork.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and will provide work to support their individual targets. They will discuss additional support or provision with the Inclusion Leader as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

Actions for poor engagement from pupils

The class teacher is responsible for monitoring the progress of pupils in their class. If they find that pupils are not completing tasks or attending live lessons they will do the following:

- Class teachers are responsible for completing a register after each live lesson.
- Admin staff are responsible for monitoring the live lesson registers and same-day calling. They will contact the parents if their child does not attend the first live lesson of the day to obtain the reason for the absence and log on CPOMS.
- If engagement still does not improve then admin staff inform a member of the pastoral team who will then make contact with the family to find out reasons for lack of engagement and arrange support, involving SLT where necessary. This is again logged on CPOMS.
- If engagement still does not improve, the pupil would be considered as vulnerable and a member of SLT will make contact with the family.

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety and Acceptable use Policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication such as Google Meet must:

- Communicate in groups – one-to-one sessions are not permitted only in exceptional circumstances.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.

- Use the necessary equipment and computer programmes as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

Parents can support their child to access the session but must avoid being on screen or interacting with the teacher. Parents must ensure they have a stable connection to avoid disruption to lessons.

All staff and pupils using audio communication e.g. recording audio on PowerPoints must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programmes as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the Inclusion Leader.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will risk-assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via letter, text, email or the school website about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain in regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

The DSLs and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to pupils will be made at school where possible or using private number blocking on own device. Staff will not give out their own personal number.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on CPOMS.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

Vulnerable pupils will be provided with a means of contacting a DSL– this arrangement will be set up by the Lead DSL prior to the period of remote learning.

The DSLs will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSLs immediately.

Before making any home visit, staff should read the Home Visits Policy. All home visits **must**:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on CPOMS.
- Actively involve the pupil.

Pupils and their parents will be encouraged to contact the DSLs if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the Data Protection Policy.

The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment that contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every one hour.

Screen break frequency will be adjusted for pupils with medical conditions who require more frequent screen breaks.

Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via letter, text, email or the school website about remote learning arrangements as soon as possible.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

Members of staff working from home will ensure they have a working mobile device that is available to take phone calls from other members of school staff during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – email or live online communication is only permitted during school hours (9.00am to 3.30pm).

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined.

Pupils who are unable to access live online lessons will have verbal contact with a member of teaching staff at least once per week via a phone call.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Monitoring and review

This policy will be under constant review as the school's remote learning offer is developed.

Any changes to this policy will be communicated to all members of staff and other stakeholders.