

Cam Hopton Church of England Primary School (Voluntary Aided)

Life in all its fullness

Remote Education Policy

Document History

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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

1. Aims

1.1. At Cam Hopton C of E Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – 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 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 a high-quality curriculum matching our curriculum expectations.
- 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.

2. Roles and responsibilities

2.1 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.
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is in line with the school's curriculum vision and plans.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

2.2 The Headteacher is responsible for:

- Ensuring that staff, parents and pupils always adhere to the relevant policies.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing risks associated with remote learning including health and safety risks as well as ensuring GDPR compliance in consultation with the DPO.
- Putting procedures and safe systems for learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that vulnerable pupils are provided with necessary information and instruction, as required.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Arranging any additional training which staff may require to be able to support pupils during the period of remote learning.
- Conducting regular reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Reviewing the effectiveness of this policy on a regular basis and communicating any changes to staff, parents, and pupils.

2.3 All 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 headteacher 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 equipment, online sites 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 the IT Leader/HT.
- Adhering to the Staff Code of Conduct at all times.

2.4 Teachers are responsible for:

Setting work –

- Set work that is meaningful and ambitious each day in a range of subjects. The core of this must be in line with what pupils would receive in school each day. Ideally this would include daily contact with teachers.
- Teach a well-planned and sequenced curriculum, so that knowledge and skills continue to be built incrementally with a good understanding about what is intended to be taught and practised in each subject.
- Provide frequent clear explanations of new content delivered by the teacher in school, or through high quality curriculum resources and videos.
- The amount of work they need to provide and the type of work.
- When this work needs to be set
- Where work should be uploaded – staff should be familiar with how to use this system
- How this work fits into the overall sequenced plan of work for the pupils concerned, so that learning continues regardless of whether in school - or out - in line with expectations from the DFE. This can be online and offline.
- 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 workbooks, email, online learning portals, reading tasks, live and pre-recorded video or audio lessons.

Providing feedback on work:

- The school expects pupils and staff to maintain a good work ethic during the period of remote learning. The school uses as part of its formative assessment and feedback methods a variety of tools such as quizzes and other digital tools. This will continue in the event of the remote education policy being put into place.
- Gauge how well pupils are progressing through the curriculum through formative assessment methods and adjust accordingly the pace or complexity of task for the pupils to ensure understanding.
- When they need to finish sharing feedback on work
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via phone/Class Dojo if their child is not completing their schoolwork or their standard of work has noticeably decreased.

- Teachers 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.
- Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

Keeping in touch with pupils and parents:

- Teachers/school will make contact with pupils, or small groups of pupils, not in school at least every three days. If a whole class is not in school then this will be weekly using emails, phone calls or an online platform such as Dojo or Teams.
- Teachers will respond to emails from parents and pupils within 48 hours or sooner where possible. Teachers are not expected to answer emails before 8am or after 5pm.
- Teachers will ensure that any complaints or concerns shared by parents and pupils are directly referred to the DSL/Headteacher in line with the Safeguarding/Complaint process

Attending virtual meetings with staff and external agencies, parents, and pupils:

- Staff will be professionally dressed
- Staff will use locations avoiding background noise and have nothing inappropriate in the background
- Where any phone calls and video meetings occur with parents and children, they will be held in the school buildings wherever possible.

2.5 Teaching assistants

Teaching assistants are responsible for:

Supporting pupils with learning remotely:

- Knowing which pupils they will need to support
- How they should provide support, such as adapting and amending work to enable SEND pupils to access learning remotely or preparing and printing work in school for home learning packs to be collected.
- Giving feedback to identified pupils about learning completed tasks.

2.6 Subject leaders, including the SENCO

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

Ensuring that any work set matches the curriculum plans in place, including any adaptation's for catch up.

Working with teachers teaching their subject to make sure work set is appropriate and consistent with schools plans and expectations.

Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

Monitoring the work set by teachers in their subject

Alerting teachers to resources they can use to teach their subject,

Liaising with leaders 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 EHCPs 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 EHCPs.

- 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.

2.7 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Coordinating the remote learning approach across the school

The senior leadership has joint responsibility for this.

Ensuring that all vulnerable pupils including PP and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.8 Designated safeguarding lead

The DSL is responsible for:

- Ensuring that all within the school follow the Safeguarding and Child Protection policy including the latest amendment's and communicate any changes to this guidance. Especially if an online presence is delivered. Please see the link below for latest guidance and advice.

2.9 Pupils and parents

Staff can expect pupils to:

Always adhere to this policy during periods of remote learning.

Have verbal contact with a member of teaching staff at least once per week via Teams/Class Dojo/phone

Ensure that their work is completed to the best of their ability.

Seek help if they need it, from teachers or teaching assistants through....

Alerting teachers if they are not able to complete work and how they will do this.

Reporting any technical issues to teachers and teaching assistants as soon as possible.

Ensuring they use any equipment and technology for remote learning as intended.

Always adhering to the Behaviour policy.

Staff can expect parents to:

Always adhere to this policy during periods of remote learning.

Make the school aware if their child is sick or otherwise cannot complete work.

Seek help from the school if they need it – Initially this is through Class Dojo, then via the school office on 01453 542763 who will direct enquiries to the correct member of staff who will make contact.

Be respectful and calm when making any concerns known to staff.

Ensuring their child is available to learn remotely at the agreed times and that the schoolwork set is completed on time and to the best of their child's ability.

Report any technical issues to the school as soon as possible.

Ensure their child uses the equipment and technology used for remote learning as intended.

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

Issues in setting work – talk to the Headteacher, Deputy Headteacher, relevant subject lead or SENCO

Issues with behaviour – talk to the relevant member of SLT

Issues with their own workload or wellbeing – talk to the Headteacher or Well-being lead

Concerns about data protection – talk to the Headteacher

Concerns about safeguarding – talk to the DSL (Headteacher) or DDSLs (Deputy Head/SENCO)

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

Know how they can access the data, such as on a secure cloud service through staff training and use of technical support via EDIT.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as [parent emails if communicating with them] as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions. It is the intention that staff will not have to share their own staff emails with families and pupil emails will be set up within the secure cloud.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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 – 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 any hard drives are 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

Not sharing the device among family or friends

Installing antivirus and filtering software – EDIT and RM

Keeping operating systems up to date – always install the latest updates - EDIT

5. Safeguarding

The DSL will communicate all updates to the school community. It remains the responsibility of every staff member during this time to take responsibility to stay updated with the latest advice and guidance for safeguarding.

5.1 Online safety

This section of the policy will be enacted in conjunction with the school's E-Safety policy.

Where possible, all interactions will be textual and public.

Using video communication

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted unless parents are also in the room.
- 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 programs 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.

Using audio communication

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs 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.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Principles Statement and 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 newsletter 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. This will be at regular intervals throughout the year.

During the period of remote learning, the school will maintain 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.

5.2 Safeguarding

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

The Headteacher/DSL 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 in accordance with the policy.

Phone calls made to vulnerable pupils will be made using school phones where possible.

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 using vulnerable remote learning contact logs in line with safeguarding procedures.

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

The DSL 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 DSL immediately.

Pupils and their parents will be encouraged to contact the DSL 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.

6. Monitoring arrangements

This policy will be reviewed regularly throughout this period.

7. Links with other policies

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour Principles Statement & Policy
- Data Protection Policy
- ICT and Acceptable Use policy
- Code of Conduct

Cam Hopton CE Primary School is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.

Appendix I- Blended Learning Map

Subject	In School	Resp.	Homework	Resp.	Remote Learning	Resp.
Phonics	Letters & Sounds Twinkl	Teacher	Letters & Sounds Twinkl	Teacher	– Letters and Sounds Teams	Teacher
Spelling	Herts Spelling	Teacher	Herts Spelling	Teacher	Dojo	Teacher
Reading	Reading (Books)	Teacher	Reading (Books)	Teacher	Reading On-line (KSI/2)	Teacher
Writing	Pie Corbet	Teacher	Pie Corbet	Teacher	Pie Corbet Twinkl	Teacher
Maths	X –Table Rock Stars Can Do Maths	Teacher	X –Table Rock Stars Can Do Maths	Teacher	X –Table Rock Stars Can Do Maths via Twinkl	Teacher
Wellbeing	SCARF Coram units	Teacher		Teacher	Website Oak Academy	Teacher
E-Safety	SCARF Coram units	Teacher		Teacher	SCARF Coram units	Teacher
Topic	Delivery of Curriculum	Teacher	Delivery of Curriculum	Teacher	Class Dojo/Teams to meet delivery of Curriculum	Teacher
SEN / EAL	Intervention , My Plan / + delivery	Teacher/TA	Homework focused on My Plan / + delivery	Teacher/TA	Homework focused on My Plan / + delivery	Teacher/TA
EHCP	Delivery of EHCP targets	Teacher/TA	Homework focused on supporting EHCP Targets	Teacher/TA	Class Dojo/Teams to meet EHCP targets	Teacher / TA

Access to learning

Packs of work – For large groups of pupils the following items will be available:

English, Maths and Topic Packs, Reading Books, Advice on how to Manage Remote Learning at Home, Instructions for Accessing Purple Mash and Teams.

IT – The School may have access to laptops support pupils with remote learning. These will be allocated according to need.

Appendix 2

Planning Arrangement in case of Lockdown / illness of staff.

If a Teacher's / Teaching Assistant's bubble is placed in Lockdown and they themselves are well, they will work as a team to plan and deliver Remote Learning for that class.

If the Teacher / Teaching Assistant is not well then, a member of the SLT will manage this. Additional release time will be created to organise this.