

The Dove Federation

Pupil Remote Learning Policy

The DfE is supporting schools to deliver remote education by ensuring pupils have access to the resources and devices they need. More information about the support available can be found in our [article](#).

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Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Resources](#)
4. [Online safety](#)
5. [Safeguarding](#)
6. [Data protection](#)
7. [Marking and feedback](#)
8. [Health and safety](#)
9. [Communication](#)
10. [Monitoring and review](#)

Statement of intent

At The Dove Federation, 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 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.

Signed by:

Headteacher

Date:

Chair of
governors

Date:

1. Legal framework

- 1.1. 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
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
 - DfE (2019) 'Keeping children safe in education'
 - DfE (2019) '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'
 - **[New]** DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- 1.3. This policy operates in conjunction with the following school policies:
 - Child Protection and Safeguarding Policy
 - Data Protection Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Behavioural Policy
 - Accessibility Policy
 - Marking and Feedback Policy
 - Curriculum Policy
 - Assessment Policy
 - Online Safety Policy
 - Health and Safety Policy
 - Attendance and Truancy Policy
 - ICT Acceptable Use Policy
 - Staff Code of Conduct
 - GDPR policy
 - Children Missing Education Policy

2. Roles and responsibilities

2.1. The **governing board** 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.

2.2. 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.

2.3. The **headteacher** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the **governing body**.
- 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.

2.4. 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.

2.5. The **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.

2.6. The **SENCO** is responsible for:

- Liaising with the **ICT technicians** 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 and IHPs.
- 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. 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.

2.8. The **ICT technicians** are 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 **SENCO** to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9. 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** 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.

3. Resources

Learning materials

3.1. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past and mock exam papers
- Online learning portals e.g. SeeSaw and Tapestry
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

3.2. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

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

3.4. Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical,

the school will ensure pupils can catch up on these areas of the curriculum when they return to school.

- 3.5. Teaching staff will liaise with the **SENCO** and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- 3.6. Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.7. Pupils will be required to use their own or family-owned equipment to access remote learning resources.
- 3.8. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.9. Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work in line with [section 7](#) of this policy.
- 3.10. The **ICT technicians** are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.11. The school will signpost parents via **email** towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.12. Where applicable, the school may provide the following provision for pupils who receive FSM:
 - Keeping the school canteen open during lunchtimes

Costs and expenses

- 3.13. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.14. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.15. The school will not reimburse any costs for childcare.

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the school's **Online Safety Policy**.
- 4.2. Where possible, all interactions will be textual and public.

- 4.3. All staff and pupils using video communication must:
- 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.
- 4.4. 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.
- 4.5. 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 **SENCO**.
- 4.6. 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.
- 4.7. 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.
- 4.8. The school will communicate to parents via **email** 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.
- 4.9. 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.
- 4.10. 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. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the school's **Child Protection and Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The **DSL** 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.
- 5.3. The **DSL** will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible or own phones using 141 to shield the callers own number.
- 5.5. The **DSL** will arrange for regular contact with vulnerable pupils **once per week** at minimum, with additional contact, including home visits, arranged where required.
- 5.6. The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.7. 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 paper and the records stored so that the **DSL** has access to them.
 - Actively involve the pupil.
- 5.8. Vulnerable pupils will be provided with a means of contacting the **DSL**, their deputy, or any other relevant member of staff – this arrangement will be set up by the **DSL** prior to the period of remote learning.
- 5.9. All members of staff will report any safeguarding concerns to the **DSL** immediately.
- 5.10. 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. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the school's **Data Protection Policy**.
- 6.2. 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.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. 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.
- 6.5. All contact details will be stored in line with the **Data Protection Policy** and retained in line with the **Records Management Policy**.
- 6.6. The school will not permit paper copies of contact details to be taken off the school premises without prior consent of the parents.
- 6.7. Any breach of confidentiality will be dealt with in accordance with the school's **GDPR policy**.
- 6.8. Any intentional breach of confidentiality will be dealt with in accordance with the school's **Behavioural Policy** or the **Disciplinary Policy and Procedure**.

7. Marking and feedback

- 7.1. The school expects staff to maintain a good work ethic and a high quality of work during the period of remote learning. Feedback should be provided to pupils on the work that they complete. This could be a text or audio comment.
- 7.2. 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.
- 7.3. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the **SENCO** as soon as possible.

8. Health and safety

- 8.1. This section of the policy will be enacted in conjunction with the school's **Health and Safety Policy**.
- 8.2. If using electronic devices during remote learning, pupils will be encouraged to take a **five minute** screen break every **two hours**.
- 8.3. Screen break frequency will be adjusted to **five minutes** every **hour** for younger pupils or pupils with medical conditions who require more frequent screen breaks.

9. Communication

- 9.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 9.2. The school will communicate with parents via **email** and the **school website** about remote learning arrangements as soon as possible.
- 9.3. The **headteacher** will communicate with staff as soon as possible via **email** about any remote learning arrangements.
- 9.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- 9.5. 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 – communication is only permitted during school hours.
- 9.6. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in [section 9](#).
- 9.7. Issues with remote learning or data protection will be communicated to the **pupils' teacher** as soon as possible so they can investigate and resolve the issue.
- 9.8. The **pupils' teacher** will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 9.9. 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.

10. Monitoring and review

- 10.1. This policy will be reviewed on an **annual** basis by the **headteacher**.
- 10.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 10.3. The next scheduled review date for this policy is **April 2024**

What Remote Learning Looks Like at the Dove Federation

What should my child expect from immediate remote education in the first day or two of students being sent home?

Key Stage 2 Home Learning

In Key Stage 2, we will be setting daily English and maths. During the week, we will also be setting reading tasks, spellings, mental maths, science, RE, topic, computing and modern foreign languages.

We will be blocking music, art/DT and RSHE to teach once the children are back at school.

Teachers will be uploading pre-recorded teaching inputs for the pupils to watch at home, teaching videos, online tasks, teaching PowerPoints as well as some independent tasks for the pupils to complete. Please note that provided resources will not be the same for each lesson.

Key Stage 1 Home Learning

In Key Stage 1, we will be setting daily phonics, English and maths. During the week, we will also be setting reading tasks, spellings, mental maths, science, RE, topic and computing.

We will be blocking music, art/DT and RSHE to teach once the children are back at school.

Teachers will be uploading pre-recorded teaching inputs for the pupils to watch at home, teaching videos, online tasks, teaching PowerPoints as well as some independent tasks for the pupils to complete. Please note that provided resources will not be the same for each lesson.

EYFS Home Learning

In EYFS, we will be setting daily phonics, maths and continuous provision tasks for the pupils to complete.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in the academy. There may be amendments to the teaching and learning activities to take into account the fact that pupils are not in school and to relieve pressure on parents.
- At present (Spring 2021) our plan is to provide additional learning in art, music and PSHE when pupils return their school site for face-to-face learning.
- Work may be set if needed using the following sources should it not be possible to provide suitable resources that are being used in school:
 - White Rose Maths including teaching videos
 - Twinkl
 - Literacy Shed
 - Classroom Secrets
 - Oak National Academy
 - Little Wandle renewed Letters and Sounds

Remote teaching and study time each day

[How long can I expect work set by the school to take my child each day?](#)

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Primary aged pupils	In KS1 Teachers should aim for at least 3 hours a day online learning. In KS2 Teachers should aim for at least 4 hours a day online learning.
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Accessing remote education

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

Commented [John1]: Add link as highlighted below

Work will be set using our online learning platform SeeSaw and, in some cases, may also be sent via email.

Pupils can complete their work online using the SeeSaw app or in their exercise books.

Photos of the work can then be uploaded on to SeeSaw for class teachers to mark and provide feedback on.

SeeSaw can also be used to send messages to class teachers about your children's work.

Additional information can be found in our Federation guide to using SeeSaw

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

Commented [John2]: I assume that you have an acceptable use agreement. If not remove this, or ideally put in place an agreement.

We will provide paper packs of paper based resources for pupils to use for the 1st few days and any following days where this is required. We will provide pupils who do not have access to a device (Tablet, laptop, desktop or mobile device), with access to a device where the remote learning is required for a significant period of time.

These will be loaned from the limited academy supplies. If this supply runs out, we will do our very best to source further supplies.

These devices should be returned at the end of any period of remote learning. **The devices should be used in line with our acceptable use agreement.**

If parents do not have internet access or this is limited, then we will make sure that a paper pack of work will be delivered to the home address.

How will my child be taught remotely?

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

Commented [John3]: Again – add in the link below

Where we are closed for a period of time (longer than two days) we will meet on a daily class meet on Google classroom at 9:30am with the class teacher.

This will allow the teacher and pupils to meet, for work to be explained and questions asked about the work.

Information about how to access your child's Google email account, which is needed to access Google Classroom, will be emailed out to parents from the school office.

Teachers will be uploading pre-recorded teaching inputs for the pupils to watch at home, teaching videos, online tasks, teaching PowerPoints as well as some independent tasks for the pupils to complete.

Please note that provided resources will not be the same for each lesson.

Engagement and feedback

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

Commented [John4]: Are the final paragraphs what you want to say?

- We expect pupils to follow their timetables in line with the expectations outlined above and in line with each teacher's instructions and guidance given in the 09:30 Google meets discussion.
- We welcome parents' support in setting routines for each child's education; making sure pupils are up and ready for lessons with online Google meets starting at 09:30.
- We are aware that the pressures of combining home learning with work, childcare, household routines and the many other aspects of life in these most unusual times. If, due to anyone or a combination of these competing pressures, it is impossible for your child to attend the 09:30 Google meet, please discuss this with your child's teacher.
- If time permits, any support you can offer your child in their learning would help with their academic and personal development. In particular: reading to and with your child every day; listening to your child read each day; talking with your child about the work that they are doing and celebrating their successes.

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

- Teachers will register pupils each morning after the initial 1st two days.
- The Seesaw app logs each time a pupil uploads some work. This gives us an easy-to-follow guide to each pupil's work pattern.
- Teachers and senior staff will contact parents of pupils who appear not to be engaging with their work daily.

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 student work is as follows: online marking and voice notes.

Commented [John5]: Sarah, is this information below correct?