Derwent and Southill Federation

We are a Values-led Federation
We respect ourselves; We respect others; We respect the environment.

Remote Learning Policy

Aims
At Derwent and Southill Federation we are values-led. We want to encourage a calm, purposeful and safe atmosphere in person and online.
We want to foster positive caring attitudes towards everyone and where achievements at all levels are acknowledged and valued.
Ensure consistency in the approach to remote learning for pupils who aren't in school.
Set out expectations for all members of the school community with regards to remote learning.

Use of remote learning
All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.
Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.
We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.
This might include:
Occasions when we decide that opening our school is either:
Not possible to do safely
Contradictory to guidance from local or central government
Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
They have an infectious illness
They are preparing for or recovering from some types of operation
They are recovering from injury and attendance in school may inhibit such recovery
Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue
The school will consider providing pupils with remote education on a case-by-case basis.
In the limited circumstances when remote learning is used, we will:
Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
Set a time limit with an aim that the pupil returns to in-person education with appropriate support
Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Teachers role and responsibilities:
When providing remote learning, teachers must be available between 8:50 am and 15:30 pm with an hour lunch break between 12:00 and 13:00

If they're 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
When providing remote learning, teachers should:
Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

<u>They are also responsible for</u>
Providing work for pupils in the subjects in the usual school timetable where practicable and in line with good practice as below: -
3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
4 hours a day for KS2
Work will be set by 8am and uploaded onto class dojo each morning with links for any remote online lessons
Any work set in books should be uploaded as images to Class Dojo
Work set will be in line with the published curriculum and resources to access this including links to online resources sent to pupils.

Any specific adaptations for learning needs including SEN will be set and overseen by the SENCO
Attention will be paid to setting work which requires adult time and attention and this accounted for when sending planned learning activities.
Providing feedback on work

Teachers will respond to uploaded images of work on class dojo
Feedback and marking will be shared via class dojo for individual pupils
Keeping in touch with pupils who aren't in school and their parents

Keeping in touch either as a child or as a parent will be via class dojo and where appropriate or possible, via scheduled online platform meetings (using Googlemeet)
Teachers will respond to questions or concerns in working hours
Concerns with accessing work, behaviour online or issues with IT will be dealt with as they occur and SLT will be informed
Attending virtual meetings with staff, parents/carers and pupils
Adults and children should be dressed appropriately and noise in the room avoided if possible (using headphones or a room without others routinely entering and leaving.)

<u>Teaching assistants role and responsibilities</u>
When assisting with remote learning, teaching assistants must be available during their normal working hours (excluding breaks).
If a teaching assistant is 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
When assisting with remote learning, teaching assistants are responsible for:
Supporting pupils who aren't in school with learning remotely
Attending virtual meetings with teachers, parents/carers and pupils

Teaching Assistants should ensure they adhere to the dress code as set out in the Staff Handbook
Work in a location which is free from external noise.

Subject leaders role and responsibilities
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

Deadlines are being set an appropriate distance away from each other
Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
Alerting teachers to resources they can use to teach their subject remotely
Making decisions about the use of online video lessons such as Oak National Academy

Senior Leadership role and responsibilities
Mrs Barlow has overarching responsibility for the quality and delivery of remote education.
Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.
They should continue to overcome barriers to digital access where possible for pupils by, for example:
Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
Securing appropriate internet connectivity solutions where possible
Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

SLT are also responsible for:

Co-ordinating the remote learning approach across the school
Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
Monitoring the security of remote learning systems, including data protection and safeguarding considerations
Ensuring staff remain trained and confident in their use of online digital education platforms
Training staff on relevant accessibility features that your chosen digital platform has available
Providing information to parents/carers and pupils about remote education – specify if you will do this on your website or via email
Working with the catering team (in this federation it is AIP) to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

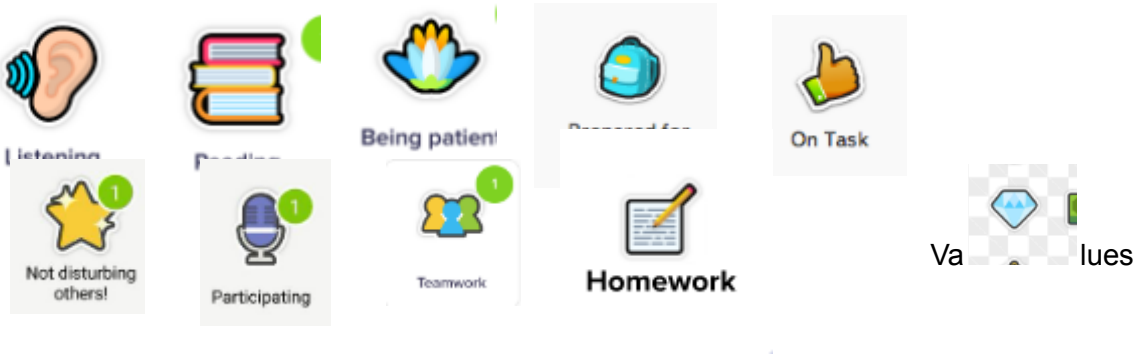
DSL
To oversee online safety protocols are observed as laid out here
Ensure that CPOMs is in use to record any concerns or disclosures as would be in place if face to face. If there are doubts or concerns speak to the Executive Head Mrs Barlow or the DDSL's Mrs Read, Mrs Rimmer or Miss Bell in her absence.

Parental responsibilities are:
Be contactable during the school day
Support pupils to complete work to the deadline set by teachers
Seek help if they need it, from teachers or teaching assistants for their child
Alert teachers if pupils are not able to complete work

Ensure children act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)
Staff can expect parents/carers with children learning remotely to:
Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
Make the school aware if their child is sick
Seek help from the school if they need it
Be respectful when making any complaints or concerns known to staff

<u>The governing board is responsible for</u>:
Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

<u>Dojo Points</u>
Children working remotely will still earn Dojo Points to encourage participation and good learning behaviours. Here is an example of the dojo categories for which pupils may be given rewards.



<u>Head Teacher Awards</u>
All pupils can earn a Head Teacher Award for their learning efforts or behaviour choices. The children will receive a special sticker and a Dojo will be awarded which equates to 5 points.

To achieve a positive and as safe as possible remote learning environment staff will:-

• Have high expectations of all pupils in terms of achievement and behaviour.
• Make the rules and procedures for online behaviour clear to pupils from their first lesson and explain why they are necessary - be specific about what is expected and what is acceptable.
• Emphasise the positive, including praise for good behaviour they expect from pupils.
• Prepare certificates of praise to be sent out publicly on Fridays and ensure Dojo rewards are being given out.
• Encourage pupils to positively involve themselves in their own learning and take pride in their outcomes in class through awards of certificates, praise and Dojos.

If staff have questions or concerns they should in the first instance contact the Head of School at Derwent or the Assistant Head teacher at Southill Lower.
When accessing personal data for remote learning all staff members will ensure they are using the filtering provided by the school on work devices.
Staff members may need to collect and/or share personal data such as [insert examples, such as email addresses] as part of the remote learning system. As long as this processing is necessary for the school's

official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found https://derwentschool.co.uk/Parents/Policies/.
However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures

Signed: Samantha Barlow (Executive Headteacher)

Signed: Andrew Jackson (Chair of Governors)

Date policy agreed: June 2025
Date of review: September 2026