



# Parkside Community Foundation Primary School

## Remote Learning Policy

### 1. Aims

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
- Provide appropriate guidelines for data protection

### 2. 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.

### **3. Roles and responsibilities**

#### **3.1 Teachers**

When providing remote learning, teachers must be available between 8.40am and 3.10pm with a break between 12.00 and 1.00pm.

If a teacher 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 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.

They are also responsible for:

- Teachers will set work for their own class that can be uploaded to the school website. They will set an hours' worth of English and Maths as well as some topic based learning.
- Ensuring the work they set is of a high quality.
- PE Specialist will provide lessons that the children can complete at home.
- Work will be uploaded to the school website for children to access by 9am on the first day of absence.
- Staff will liaise with each other via email to share work being completed and any concerns that may have arisen.
- Regularly contacting families who are isolating or receiving remote education provision through phone calls home or and via email. The expectation is that teachers will be available to answer emails from
- The teacher will provide feedback to children on completed work, providing further support or extension where needed.
- Any safeguarding concerns that may be raised by the parents should be shared with a DSL as soon as possible by phone, email or via CPOMS.
- Complete online learning for own CPD where possible and as directed.
- Attend meetings via Zoom as required. They will adhere to the Code of Conduct, particularly in line with dress and presentation.
- Ensuring appropriate security setting are in place for meetings they hold with staff, pupils and parents and that access is only granted to expected attendees.

#### **3.2 Teaching Assistants**

When assisting with remote learning, teaching assistants must be available between 8.40am and 3.10pm with a break between 12.00 and 1.00pm.

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 are not in school with learning remotely including pupils who work with a supporting adult. Supporting adults will contact their pupils regularly and provide additional activities and support if required.
- Any safeguarding concerns that may be raised by the parents should be shared with a DSL as soon as possible by phone, email or via CPOMS.
- Regularly check their emails and ensure that they are keeping up-to-date with school information.
- Attend meetings via Zoom as required. They will adhere to the Code of Conduct, particularly in line with dress and presentation.
- If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.
- Complete online learning for own CPD where possible and as directed.

### **3.3 Subject Leads**

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 the teachers teaching their subject remotely to make sure all work set is appropriate, consistent and meaningful.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set at an appropriate distance away from each other.
- Monitoring remote work set by teachers teaching their subject through regular meetings with teachers and reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

### **3.4 SENCO**

Alongside teaching responsibilities, the SENCO is also responsible for:

- Maintaining contact with vulnerable children and families.
- Maintaining contact with outside agencies.
- Arranging meetings via Zoom or attending meetings as arranged by outside agencies.
- Informing SLT of any relevant information regarding pupils.

### **3.5 Senior leaders**

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
- Having systems for checking whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- 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

### **3.6 Designated Safeguarding Lead**

The school has appointed a member of the Senior Leadership Team, Anthea McLevy (Head of School) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in the school.

The DSL will undergo appropriate specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the Deputy DSL, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Co-ordinate safeguarding action for individual children.
- In the case of Looked After Children, the DSL should have the details of the children's social worker and the name of the virtual school head in the authority that looks after the child (with the DSLE liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children 2023
- Ensure that locally established referral procedures are followed as necessary
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the schools' role in any multi-agency plan for child
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within Keeping Children Safe in Education (KCSIE 2025)

### **3.7 Pupils and parents/carers**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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

- Act in accordance with the school's behaviour rules

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their child's learning
- Make the school aware if their child is sick or otherwise cannot complete work set
- Seek help from the school if they need it by phoning the School Office and asking for a member of staff to contact them
- Be respectful when making complaints or concerns known to staff

### **3.8 Governing board**

The governing board is responsible for:

- 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

## **4. Who to contact**

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

Executive Headteacher – James Williams [james.williams@parkside.kent.sch.uk](mailto:james.williams@parkside.kent.sch.uk)

Head of School – Anthea McLevy [headofschool@parkside.kent.sch.uk](mailto:headofschool@parkside.kent.sch.uk)

School Office - [officemanager@parkside.kent.sch.uk](mailto:officemanager@parkside.kent.sch.uk)

SENCO – Kirsty Thompson [Kirsty.thompson@parkside.kent.sch.uk](mailto:Kirsty.thompson@parkside.kent.sch.uk)

For technical support: <https://eis.co.uk/eis-part-of-cantium/>

## **5. Data protection**

### **5.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will:

- Have access to telephone numbers which will be kept confidential and secured in a secure way when off site
- All teachers secured laptops in line with GDPR requirements
- Emails will be accessible through Office365 and relevant documentation available via Sharepoint
- Teachers will have access to school mobile phones so they can make contact with children and families as needed when doing welfare checks with them

### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data 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 in the School Office and on the school website: <https://www.parksidecommunityprimaryschool.co.uk/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.

### **5.3 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 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
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date including always installing the latest updates

## **6. Safeguarding**

It is recognised by Parkside Community Foundation Primary School that the use of technology as part of our remote learning provision presents challenges and risks to children and adults both inside and outside of school. The school will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

Parkside Community Foundation Primary School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Further information reading the specific approaches relating to this can be found in our Online Safety and Code of Conduct policies, which can be found in the School Office and on the school website,

The school will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.

Online filtering is carried out by EIS and they monitor and manage this. If learners or staff discover unsuitable sites or material, they are required to report it to a member of staff.

All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.

Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate.

Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.

When implementing appropriate filtering and monitoring, Parkside Community Foundation Primary School will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Parkside Community Primary School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

- Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Learners internet use will be supervised by staff according to their age and ability.
- Learners will be directed to use age appropriate online resources and tools by staff.

Please see the Child Protection Policy, Child in Care Policy and Online Safety Policy found on the school website for further information.

## **7. Monitoring arrangements**

This policy will be reviewed annually by the Senior Leadership team. At every review, it will be approved by a member of the governing body.

It will also be revised following any changes to technology use, online safety concerns and/or updates to national and local guidance or procedures.



# Parkside Community Foundation Primary School

Part of the Garlinge and Parkside Schools and Nurseries Federation



Policy adopted by Governing Body on \_\_\_\_\_

To be reviewed \_\_\_\_\_

Signed by Executive Headteacher \_\_\_\_\_

Signed by Chair of Governors \_\_\_\_\_