KING'S HOUSE SCHOOL
RICHMOND

REMOTE LEARNING
POLICY

Member of staff responsible:	Head
Date of policy review:	July 2025
Date of next review:	July 2027
Approved by:	Head

1.   INTRODUCTION

Our experiences of remote learning have taught us that this way of learning can be challenging and that not all children have the same level of technology or adult support at home to enable them to learn remotely. The responsibility for remote learning is, therefore, a shared one. This policy is predominantly intended to be implemented in the event of a lockdown as seen in March 2020 and again in January 2021. There may be occasions where remote learning is in place for an individual pupil or small group of pupils, and this is covered in appendix B.

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. ROLES AND RESPONSIBILITIES

2.1   Teachers

When providing remote learning, teachers must be accessible between 8am and 4pm.

If they are 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 are responsible for:

Teaching:

- Form teachers need to provide live teaching each day, following the coverage outlined in appendix A.
- Specialist teachers need to provide learning opportunities as outlined in appendix A.
- All teachers need to provide the means by which children record their work so that they can submit it for feedback. Google Classroom (or Seesaw for the Nursery and Reception) is the program used by the School for this purpose.
- In the JD, If there are materials that children require for the lesson, these must be uploaded by 8pm on the day before the lesson in order for children / parents to have time to make sure they have the relevant document on screen or printed out.

Providing feedback on work:

- Pupils will submit work on Google Classroom (or Seesaw for the Nursery and Reception).

- Work submitted should be marked in a timely manner in keeping with the School's marking policy.
- Work posted after the agreed deadline may not be marked until the following day.
- Only end of term assessed work will require printing off and storing, all other work will remain in Google Classroom (or Seesaw) archive.

Supporting pupil's pastoral needs:
- Form registration should take place via Google Meet at the beginning of each day.
- Teachers should encourage children to attend Google Meet assemblies and should be a visible presence there themselves.
- Time should be given each week to allow children to talk to each other in a more sociable way. This could have an element of structure to it e.g. show and tell or could be more fluid. Children working from home will miss the social interaction with their peers and teachers need to try to recreate this in some form.
- If children are misbehaving on virtual lessons, or are not completing work, this should be addressed directly with the child in the first instance. If this does not resolve the matter, the teacher should speak to the child's parent. If needed, the Head of the Junior Department or the Head of Pastoral Care should be informed, as appropriate.

Supporting Parents:
- Answer emails from parents in a timely manner, ideally within 24hrs. Parents will be informed that teachers are not expected to respond to emails outside of office hours i.e. 8am-4pm.
- If a parent makes a complaint, this should be referred to a member of SMT.

Attending virtual meetings with staff, parents and pupils:
- Staff should dress professionally.
- The location should be chosen so that there is limited background noise. Staff should consider using a virtual background.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their usual working hours. It is possible that their working hours may need to be adapted slightly depending on need at the time. They will be provided with a School iPad in order for them to work remotely.

If they are 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.

Assisting with Remote Learning:
Teachers may ask teaching assistants to provide remote support by:

- Listening to children read via Google Meet.
- Being present in small group Google Meet sessions to help support children with their learning.
- Work on specific programmes as they would have done in School.

Attending virtual meetings:
- Staff should dress professionally
- The locations should be chosen so that there is limited background noise. Staff should consider using a virtual background.

Depending on the reason for remote learning, some teaching assistants may be required in School to support groups of children there.

2.3   Senior Management Team

Alongside any teaching responsibilities, the SMT are responsible for:
- Co-ordinating the remote learning approach across the School.
- Monitoring the effectiveness of remote learning through regular meetings with teachers, reviewing the work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.4   Designated Safeguarding Lead

The DSL is responsible for:
- Ensuring that the Safeguarding Policy is being effectively implemented.
- Responding to safeguarding concerns.
- Keeping all relevant documents related to safeguarding up to date.
- Attending relevant safeguarding training.

2.5   Pupils and Parents

Staff can expect pupils learning remotely to:
- Be contactable during the School day – although consider they may not always be in front of a device the entire time.
- 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.
- Alert teachers when pupils are absent for any reason e.g. music lessons and be aware that the pupil is responsible for catching up the work missed.

- Have their camera on at all times for Google Meet calls.
- Be seated at a table or desk, inside the house with all items needed for learning.
- Be appropriately dressed.
- Be sensible and well behaved, as they would be in the classroom.

Staff can expect parents with children learning remotely to:
- Make the School aware if their child is sick or otherwise cannot complete work.
- Seek help from the School if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here.
- Be respectful when making any complaints or concerns known to staff.
- Be aware that teaching staff start work at 8am and finish at 4pm. Emails sent or work submitted outside of these times will not be dealt with until the next working day.

2.6   Children of Critical Workers ("Key Worker child") and Vulnerable Children

Should the School be closed but remain open to Critical Worker children and vulnerable children, the following rules are in place:
- A child is classed as a Critical Worker child where at least one parent or carer's work is critical to the response of the cause of the implementation of remote learning. Critical Worker Children should remain at home if they can.
- A child is classed as vulnerable if they:
  - are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child.
  - have an education, health and care (EHC) plan.
  - have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
    o children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
    o adopted children or children on a special guardianship order
    o those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
    o others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

The School will provide supervision of Key Worker Children and vulnerable children only. As such, these pupils will access the same on-line learning as other pupils, just from the School rather than at home.

2.7 Governing board

The governing board is responsible for:

- Monitoring the School's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. WHO TO CONTACT

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

- Issues in setting work – talk to the Head of Nursery/Head of the Junior Department/ Deputy Head, as appropriate.
- Issues with behaviour – talk to the Head of Pastoral Care.
- Issues with IT – talk to IT Helpdesk.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the Head or Bursar.
- Concerns about safeguarding – talk to the DSL or DDSL.

4. DATA PROTECTION

4.1 Accessing personal data

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

- Access the server via a secure method (VPN or remote desktop), either from home or in School.
- Use a School laptop or iPad where possible.
- Personal data will only be displayed on screen and not transferred onto any other device or recorded in any other way.

4.2 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.

However, staff are reminded to collect and/or share as little personal data as possible online and to only use their King's House School email address.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure, in accordance with the Staff Acceptable Use Policy. 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.

5. SAFEGUARDING

The School's Safeguarding Policy can be found on the School website. This has been updated in light of remote learning.

6. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Safeguarding Policy
- Behaviour Policy
- Privacy Notice
- Acceptable Use Policy

APPENDIX A – REMOTE LEARNING ARRANGEMENTS BY SCHOOL DEPARTMENT

- The plans set out in this Policy rely on all staff being available to teach remotely. The assumption is that no staff are on furlough and there are a limited number of Critical Worker and vulnerable children in School who can be supervised by teaching assistants. Depending on the reason for School closure, this may or may not be the case. Plans may, therefore, need to be adapted based on the circumstances at the time of closure.

- All year groups should have a registration session at the beginning each day.

- Children in the Junior Department and above should have a weekly celebration session, where they are able to talk about their successes for the week. Depending on the age of the children and the number of children in the class, this could be on a rota basis, or with each child contributing.

- Children in the Nursery and Reception will be given a suggested weekly timetable to follow.

- Where possible, teaching input needs to be delivered live via Google Classroom, Google Meet or Seesaw.

- Ideally, children should not require parental support during live teaching sessions. For children in Year 3 and above, parents should not sit and 'observe' lessons.

- Children who arrive late to the lesson may not be able to have a re-cap. This will depend largely on the ongoing commitments of the teacher.

Nursery

Should the Nursery be required to close, further details of the remote learning will be provided at the time.

Junior Department

Reception and Year 1 pupils should have at least two opportunities each day to see, hear and speak to their Form Teacher and classmates - this will take the form of a live registration period at the start of the day and a live story at the end of the day. During the time in between, the boys will be set asynchronous activities to complete via Seesaw or Google Classroom, with teachers monitoring and giving feedback remotely.

In Years 2 and 3, in addition to live conferencing at the start and end of the day, the core subjects of English and Maths will also be delivered live each day. These synchronous lessons are likely to

involve a live introduction from the teacher, an opportunity for the children to complete some work independently or in break out groups and then a plenary session to draw together the learning and bring the lesson to a close. The format of the lesson would be down to the individual teacher and information about it would be communicated on a daily basis depending on what was being covered.

Senior Department

The Form Teachers remain responsible for the pastoral care of their pupils during the time of school closure. Form Teachers will hold live Tutor Times every day at 8:40am lasting 10-15 minutes.

Form Teachers will maintain regular contact with parents of their pupils by email once every two weeks for regular pastoral check-ins.

In the SD, a full timetable is offered live to Years 4-8, starting at 9am. All lessons start with a live-introduction and the teacher is present when the boys are working. 60 minute lessons last approximately 40-45 minutes and 30 minute lessons last 20-25 minutes. If a task is not finished in a lesson it can be finished later. In English and Maths, one piece of work per week is marked and marking should be returned to pupils within 48 hours.

The amount of work should be manageable for the pupils and is dependent on the age group. Extension work and optional extra work is included and tasks stretch and engage the pupils.

Teachers are to continue awarding Merits, Distinctions, Dojos and House Points.

Parents

In order to prepare for the event of a year group lock-down, we have produced below a list of things parents can do in advance:

- Log into your child's Google (and Seesaw for Reception) account to check you are able to access the materials. A guide to google Classroom can be found here. Usernames and passwords were sent home via hard copy last week.
- In the event of a lock-down we will send out a timetable that highlights live lesson times. Make a note of these and arrange for your child to be logged on to a computer or tablet with a camera and microphone.

- Familiarise yourself with Google Meet. This video explains how it works. The link to your child's live lessons can be found in the banner on the classroom home page where it says 'Meet Link'.

Tigers Classroom

Class code eitodx7

Meet link https://meet.google.com/lookup/bbrnxflaxb
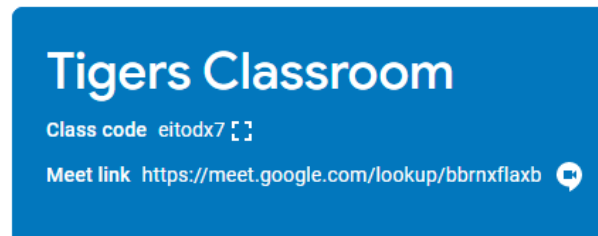
APPENDIX B – REMOTE LEARNING ARRANGEMENTS FOR INDIVIDUAL CHILDREN

In the event that most pupils are learning in the classroom, but one individual pupil or a small group of pupils are learning from home, the following procedures are in place:

Nursery – Remote learning will be very limited. The child will be able to login and use the Seesaw App in for a Show and Tell session and a story session each day

Junior Department – Work packs will be sent home. The child will be able to use Google Meet (or log in and use the Seesaw App for Reception) for the teacher input of the lesson. 1:1 reading sessions with the teacher or teaching assistant will be arranged where possible within the existing timetable

Senior Department - Work packs will be sent home. The child will be able to use Google Meet for the teacher input of the lesson. 1:1 reading sessions and spelling tests with the teacher or teaching assistant will be arranged where possible within the existing timetable

It should be noted that the scenario where the majority of the class are in School and one pupil or a small group of pupils remain at home is by far the most difficult to manage logistically. The pupils at home will be given a time to join the class using Google Meet/Seesaw, but it has to be noted that the class may be late back from another lesson or break time, meaning the child might have to wait. Equally, the class cannot wait for the child at home to join using Google Meet/Seesaw before the lesson starts. If they are not present when the lesson begins, the lesson will start without them. It is unlikely that the teacher will have time to go back and re-cap. However, teaching and learning resources will be available on Google Classroom.

APPENDIX C – USE OF TEACHING ASSISTANTS IN THE EVENT OF SCHOOL CLOSURE

In the event that the School is closed, teaching and nursery assistants will have one of two roles. They will either be asked to supervise Critical Worker Children and vulnerable children in School, or they will be listening to children read via Google Meet from home. A School iPad will be provided for this purpose. Proposed timetables will be provided to be used in the event of a closure.