



**Grayshott CE Primary School**

**Online Teaching and Learning Policy**

**Non Statutory Policy**

**Approved by Curriculum and Standards  
Committee**

**June 2023**

**Review date**

**June 2025**

## 1. Aims

This remote learning policy for staff aims to:

- 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
- 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 or 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

Teachers will be provided with the necessary training on how to use Google Classrooms, Tapestry and the School's Website.

When providing remote learning, teachers must be available during usual teaching hours and working days. Teachers unable to work for any reason during this time should contact the Headteacher to ensure their classes are taught by other suitable teacher colleagues.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes and other classes in their Year group team when necessary.
- The work set should follow the usual timetable for the class had they been in school, wherever possible

Teachers will set work using the Google Classrooms or Tapestry online platforms

- Daily English and mathematics work and one other subject
- Planning and resources will be completed by each class teacher and will be monitored by SLT.

Providing feedback on work:

- Reading, writing and mathematics work should be acknowledged and should receive feedback
- Work in other subjects should also be acknowledged and there should be feedback where appropriate.

Keeping in touch with pupils who aren't in school and their parents:

- Teachers are expected to make weekly contact, via emails, phone calls or through Google Classrooms.
- If there is a concern around the level of a pupil's engagement, the teacher should ring a parent and talk to DSL.
- Teachers should only use the school office email address or their school email address to communicate with parents and pupils. Parents and carers should use the office email account [adminoffice@grayshott.hants.sch.uk](mailto:adminoffice@grayshott.hants.sch.uk)
- Teachers should check emails at least once in the morning and once in the afternoon and should aim to respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking.
- Where a family displays difficult behaviour or is unable or unwilling to engage, teachers will contact SLT.
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
- Teachers will respond promptly to requests for support from families at home, by responding to their emails and updating SLT.

Any complaints or concerns shared by parents or pupils should be reported to SLT. Safeguarding issues should be logged on CPOMS as usual.

### **3.2 Teaching assistants**

Teaching assistants must be available during their usual working hours.

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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by SLT
- Assist the class teacher with supporting pupils
- Prepare home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents and pupils
- Complete work that accords with school improvement priorities

### **3.3 SLT and Subject leads**

Alongside any teaching responsibilities, subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Leading virtual meetings to ensure consistency across the school.
- Monitoring the effectiveness of remote learning, including by using pupil voice, auditing the work online and the resources produced for pupils.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **3.4 Designated safeguarding lead (DSL)**

The DSL and deputies are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policies.

### **3.5 The SENCO/Inclusion Lead**

The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and will liaise with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by pupils

### **3.6 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're not able to complete work

- Staff can expect parents with children learning remotely to:
- Wherever possible, maintain a regular and familiar routine.
- Support their children in their reading as far as they are able, so that they continue to read their home reading book. The school will run a book exchange programme for pupils, which will be delivered to each home as required. Please contact the school for more information through the school office.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by Microsoft Teams or by contacting the school office via our email address: [adminoffice@grayshott.hants.sch.uk](mailto:adminoffice@grayshott.hants.sch.uk)
- Be respectful when making any concerns or complaints known to staff

### 3.7 Governing board

The governing body 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
- Ensuring staff workload is managed by Team Leaders and Senior Managers.

## 5. Data protection

### Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

### Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Using our Yubikey facility that provides encryption for any device used
- Not allowing family or friends to use the device
- Making sure the device locks if left inactive for a period of time
- Not leaving device unlocked and open in communal spaces, or sharing the device among family or friends whilst Yubikey is attached
- Storing the device and Yubikey securely to avoid theft

## 6. Safeguarding

For safeguarding concerns or issues, please refer to the Child Protection Policy and the Safeguarding Policy on TeachersPool or on the school website

## 7. Monitoring arrangements

This policy will be reviewed every two years. At each review, it will be approved by the Curriculum and Standards committee.

## 8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Anti-Bullying policy
- Child protection policy
- Safeguarding policy
- Children with Health Conditions who are unable to attend school Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

## Online safety statement

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the internet and other tools that technology provides are an invaluable way of finding, sharing and communicating information.

Grayshott Primary School, at times, asks students and parents to access the internet to learn at home and this policy outlines our procedures to provide support and guidance for the safe use of the internet. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

With the current speed of online change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying
- digital footprint

At Grayshott Primary school we do the following

1. Classroom teaching and learning activities delivered throughout the year in computing lessons as per our E-safety curriculum. These activities provide pupils with the tools to make advised decisions when playing and working online.

2. Whole school 'Safer Internet Day' event which is carried out in February every year. These assemblies and further lessons reinforce key internet safety messages with our pupils. We know this to be effective because during monitoring activities (December 2019), when surveyed, students were able to recall confidently steps that they take to keep themselves safe online.
3. School website 'Online Safety' tab where up to date documents and links are stored for access by families and staff.
4. Staff training which can be in the form of staff meetings around internet safety approaches to be taken with children. E.g. New pupils being made aware of the Hector Safety Button.
5. Discussions between staff and parents in response to cyberbullying incidents. Central to the school's anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'. Grayshott Primary School also recognises that it must take note of bullying perpetrated outside school which spills over into the school; therefore once aware we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site. Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.'

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile 'phones
- The use of mobile 'phone cameras to cause distress, fear or humiliation
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Staff at Grayshott Primary School will immediately contact parents should an accusation of cyberbullying be reported. If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or is required to do so.

6. Newsletter articles providing up to date advice on how to add parental controls or adjust apps and games to make them safer to use. Also newsletter passages to remind parents and carers about the games their children are playing online to help them identify whether they are appropriate.
7. Whole school 'Children's Mental Health Week,' in which Grayshott Primary School takes part annually. During this event, staff can talk to children and their families about setting boundaries and time limits about when and for how long online gaming is being carried out in homes.
8. Extra communication with parents/carers during the lockdown period reinforces the importance of children being safe online. The continued regular newsletter and 'School Closure Parent Booklet' included links to updated precautions that should be taken to keep children safe.
9. Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In Grayshott Primary school's communications with parents and carers, we emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:
  - [Internet matters](#) - for support for parents and carers to keep their children safe online

- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

### **Grooming**

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

Via the above channels, Grayshott Primary school has built awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online.

Via our website and newsletters, Grayshott Primary School support parents to:

- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online

Grayshott Primary School raises awareness by:

- Including awareness around grooming as part of our curriculum
- Identifying with parents and children how they can be safeguarded against grooming.

Should any parent, student or staff member notice anything that could be a sign of grooming they should immediately report it to the school Designated Safeguarding Lead and/or report the incident on the CEOPS site. <https://www.ceop.police.uk/ceop-reporting/> or contact Childline on 0800 1111

### **Staff**

As well as guidance provided by the school for families, the school also provides the following guidance for staff making use of online interactions.

### **Online reputation**

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

### **Communication with parents and pupils**

At Grayshott Primary school, any pupil or parent wanting to make contact with members of staff will do so via the shared administration email account. Any responses to such correspondence is again to be sent via the shared administration email account. This is to prevent both parties from opening private lines of communication which could present unnecessary risk.

At Grayshott Primary School we create and publish home learning provision on the school website. Teachers can answer questions about this via the shared administration email or phone calls which are being conducted regularly by teachers whilst at school. In order to protect staff and families from any allegations of safeguarding contraventions, the school does not endorse the use of video conferencing or live streaming to interact with pupil in their own homes. Similarly, Grayshott Primary School staff should not be posting or replying to posts on social media regarding school business. If a parent or pupil seeks out Grayshott Primary School staff for private messaging it would be appropriate



to redirect such correspondence to members of staff present at school during a lock down period or via the shared administration email account. This level of transparency of communication is for the protection of pupils, parents and staff.

**Online learning activities**

When selecting online teaching and learning activities for pupils to carry out at home, staff will do their best to gather them from trustworthy sources. Care should be taken that associated advertising around free websites used should be age – appropriate for the pupils who are being asked to access the website. Should any new information come to light regarding the content or advertising on a particular site, the staff member should immediately seek to take down the document or web link from the website or contact someone who is able to do so.