

RUPERT HOUSE SCHOOL

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REMOTE LEARNING POLICY

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Last Review	Significant Changes
January 2026	To include the use of OneNote To include Year 4 1:1 devices

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## REMOTE LEARNING POLICY

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### 1. GENERAL STATEMENT

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This Remote Learning policy has been introduced to complement the E-Safety and E-Safety (Acceptable Use) policies and is intended to benefit all of the Rupert House learning community. There are some basic rules that staff and learners need to follow when learning remotely, to ensure that everyone can benefit from these facilities, in a safe and productive way that is conducive to continued learning outside the classroom. The school has created a 'Remote Learning Code of Conduct' (see Appendix 1) to ensure procedures put in place, are followed and respected by all.

### 2. AIMS & EXPECTATIONS

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#### **Rupert House School aims to:**

- Have robust processes in place to ensure the safe delivery of remote learning to all pupils
- Deliver an effective and positive approach with a strong regard for online safety, which empowers us to protect and educate the whole school community in its use of technology
- Use the internet and other digital technologies to support, extend and enhance learning
- Create a balance of remote learning tasks including the use of technology and more traditional methods
- Provide structured support to the best of our ability in order to support the needs of families
- Be flexible and responsive to the needs of families with regards to timings of completion of work

#### **Expectations for Teachers, Pupils and Parents:**

##### **Teachers will:**

- Continue supporting pupils in their care.
- Understand that learning remotely will be more complex so tasks will be adapted to allow for this.
- Communicate to parents through the school's email system and to pupils through Teams/OneNote
- Set tasks during normal teaching hours: 8.15-3.15/30pm for Pre-Prep and 3.45pm for Prep.
- Engage in live sessions with pupils once or twice a day in Pre-Prep and three or four times a day in Prep.
- Ensure live Teams meetings are secured by:
  1. Sending out links safely via Teams
  2. Not publicising or referencing meeting links on social media
  3. Not allowing attendees to join before host
  4. Setting up a 'waiting room' in Teams
  5. Turning screen sharing off unless when needed for the benefit of teaching and learning
- Check work-related emails frequently during working hours
- During normal teaching hours prepare and plan resources for home learning.
- Mark work and offer feedback to children on their work in a timely manner
- Take regular breaks away from the computer or iPad
- Adhere to the school's Remote Learning, E-Safety/Acceptable Use, and relevant safeguarding policies

##### **Parents will:**

- Support their child's learning to the best of their ability.

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- Encourage their child to access and use Microsoft Teams/OneNote timely and responsibly -following the Code of Conduct in Appendix 1.
- Know they can continue to contact their class teacher as normal through school email.
- If necessary, check their child's completed work each day, help to upload work, and encourage progress that is being made.
- Be mindful of both their mental health & wellbeing and that of their child/ren, encouraging a balance which includes regular breaks, exercise, fresh air and relaxation.

### 3. DELIVERING A REMOTE CURRICULUM

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The curriculum offered remotely will not be able to replicate that undertaken in school; however, Rupert House aims to deliver a curriculum that is rich, engaging and varied. It will include the core subjects of English, Maths and Science. In addition, a wide selection of broader and creative curriculum subjects will also be offered.

Learning tasks will be delivered to children in a variety of ways: live lessons via Microsoft Teams; pre-recorded videos, and complementary work materials and resources all uploaded onto Teams/OneNote pages.

Staff should always use their school devices when teaching remotely. Students in Years 4, 5&6 should always use their school devices when learning remotely.

All learning materials and weekly timetables will be uploaded onto Teams each Sunday (at the latest) for the week ahead. Tasks with material that needs to be printed ahead of the lesson will be available to parents no later than 6pm the day before.

The Head will communicate with all pupils in a weekly assembly, often on a theme connected with Jigsaw, the PSHE curriculum or Growth Mindset. The Deputy Heads will also provide assemblies weekly to Prep and Pre-Prep children.

### 4. EXPECTATIONS OF WORK FOR PUPILS

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#### Prep expectations

In one school week (with the exception of the beginning and end of term), Prep children will be expected to complete:

- Daily registration
- Maths lessons every day
- English lessons every day
- 2 Science lessons over the week
- Minimum of 1x Humanities task (this might be History, Geography or RS focused. It might also be a fusion of 2 or 3 these topics)
- Minimum of 1x French task
- Minimum of 1x Reasoning task (excluding Year 6 following their entrance exams)
- Daily PE/ Games tasks

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- Minimum of 1x Jigsaw lesson/Form time
- Creative curriculum tasks from: Art, Music, Cookery, PSHE and Outdoor Learning

Within the tasks set, there will be further challenges for children to attempt if they have the time and means to do so.

If a pupil is unable to complete a task, they must let their teacher know on Teams/OneNote/email so that they can endeavour to help them. Children must submit work within the timeframe provided and this is likely to follow the respective Prep homework timetables.

Homework options will be provided, to revise and consolidate key skills such as reading and times tables, and parents are welcome to support these at their own discretion.

### Key Stage 1 expectations

- Registration as required
- 4 x Maths lessons per week
- 3 or 4 Literacy lessons per week
- 4 x Reading (online work)
- 1 x Handwriting lessons per week
- 4 x Phonics lessons per week
- 1 x Science lesson
- 1 x Topic lesson
- 1 x RS lesson
- 1 x French lesson
- Ongoing PE/Ball skill sessions with physical tasks every week
- 1-2 Creative curriculum tasks per week from Art, Music Cookery and Outdoor Learning
- Minimum of 1 x Jigsaw lesson/Form time
- Online ICT tasks

### EYFS expectations

- Class time – once or twice per week
- Maths lessons every day
- 3 or 4 x Phonics lessons per week
- Reading every day (online work)
- Ongoing mark-making (Nursery) and letter formation tasks (Reception)
- 3 or 4 Topic lessons per week
- 1 x Independent Writing lesson per week for Reception
- 1 x French lesson per week for Reception
- Ongoing PE/Ball skills sessions with physical tasks every week
- 1 x Jigsaw lesson
- 1 x Circle Time per week for Nursery
- Online ICT tasks

### Homework

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There are no expectations that pupils complete homework on top of their daily lessons.

### Assemblies

Live or pre-recorded assemblies are intended to run as follows:

1. From the Head
2. Deputy Heads' Assembly with separate sessions for Prep and Pre-Prep

## 5. COMMUNICATION

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The school uses Teams/OneNote to provide its online learning remotely and within this is a 'posts' system to facilitate easy communication between teachers and pupils. Pupils can write appropriately to their teachers if they have a question on a task.

If parents have a question for staff, they must not use Teams but the current Outlook system in order to send messages between the usual school day hours of 8.15-3.15/30pm for Pre-Prep and 8.15-3.45pm for Prep). Parents must be mindful that the priority for staff during the school day is the preparation for and delivery of the curriculum. As with a normal working school week, teachers will endeavour to reply to a parent's email within 24 hours (on school days). If an email is sent on a Friday, parents should expect a reply by the respective time on a Monday.

Staff should always use their school devices and school email accounts when communicating with students and parents. Students in Years 4, 5&6 should always use their school devices when communicating with staff.

## 6. FEEDBACK AND MARKING

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Rupert House School staff are proud of the timely feedback and marking they provide to assess work undertaken in school. Although this level of detail will not be able to be replicated in the same way when remote learning, teachers will provide feedback on pieces of work completed and 'next steps', in order to enable progress. The timing of when this feedback will be given will be indicated by the teacher setting the piece of work. It is expected that the feedback in Prep will follow the same parameters as indicated on the homework timetable.

In Pre-Prep, teachers will provide feedback on pieces of work completed and next steps, in order to enable progress. This feedback will be given as promptly as possible.

Feedback on submitted work is between teacher and pupil, not teacher and parent.

## 7. REMOTE LEARNING THROUGH TEAMS/ONENOTE

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The school uses Teams/OneNote to provide its online learning remotely and within this is a 'posts' system to facilitate easy communication between teachers and pupils. Anything sent through this system may be accessed and viewed by senior leaders if there is a valid reason to do so. All users should be aware that it is

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unacceptable to use this system to send or receive any material that is obscene or defamatory, or to use it to in any way intended to annoy, harass or intimidate another person.

Pupils and their parents must read, agree and follow the school's Code of Conduct (see Appendix 1) so as to ensure they work safely and effectively online.

Staff and learners are reminded that in spite of strong Internet security in the home, users need to be observant and report anything that they deem to be unexpected and/or inappropriate. If you receive an unusual or suspicious email, you should not open it. You should delete it from your 'inbox' and your 'deleted mail' box, and notify the Wishford Helpdesk. Do not forward suspicious emails to the helpdesk. Please provide the helpdesk with basic details about the email subject and address, and allow them to investigate.

## 8. DELIVERING LIVE LESSON CONTENT

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To complement the remote learning undertaken through Teams, teachers will be able to communicate visually and audibly to pupils through the use of Microsoft Teams technology. All Teams lessons are recorded so as to ensure the safeguarding of children and staff (see separate Safeguarding Policy).

Teachers and pupils should conduct live sessions in a neutral area where nothing personal or inappropriate can be seen or heard in the background. Sessions will not take place in public areas where there are people unknown to the teacher and/or pupils (such as parks or libraries). Both teachers and pupils should be suitably attired, with pupils wearing either their school uniform or school games kit, and out of respect for other learners, parents must not enter, distract or involve themselves in these sessions.

In order to retain the security and protection of personal data, during live lessons children, staff and teachers must follow the guidelines set out on the Code of Conduct. The use of Teams must only occur through the links provided on Teams by teachers and children must not access these through a separate browser window. Parents should be watchful of this when children begin their live sessions with their teachers, wherever possible. Rupert House takes the issue of security very seriously and as a result, the ICT Manager shares the latest developments and best practice with the school community on a regular basis. For more advice to parents and teachers on online safety and security, see section 11 on 'Security & Privacy'.

## 9. EXAMS, ASSESSMENTS & REPORTING

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Feedback on work will not be able to be provided in the same way when working remotely. Formative assessment will continue to take place and comments on work will be provided by teachers via Teams

Summative assessment (exams and assessments) will not be undertaken remotely and this area of provision is dependent on the length of the school closure and national guidelines.

Teachers will report to parents verbally once a term, when remote learning, and these meetings will take place remotely via Microsoft Teams. Reporting on effort and attainment will also be provided in a different way when working remotely. Teachers, pupils and parents will all be given a voice.

## 10. ACCEPTABLE USE OF THE INTERNET

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Staff and pupils may need to explore the Internet and use a range of resources when remote learning. This should be done in a responsible way.

Rules about Internet use apply equally to all staff and pupils both in school and when learning remotely. This helps to promote shared values within the school, and to promote shared learning. Staff, parents and pupils have all signed an agreement to use the Internet respectfully as part of the school's 'E-safety- Acceptable use Policy'.

Parents are advised to ensure that appropriate network filtering is in place to prevent access to inappropriate sites, and there is keyword-logging software that flags certain terms. They should also remind pupils to inform them immediately if they access any inappropriate sites by accident, or if they find inappropriate content on a workstation or the Internet.

Staff, parents and pupils are reminded to use the Internet in accordance with UK law. Any illegal use will be dealt with through official channels, which may include the involvement of police if a crime has been committed.

## 11. SECURITY AND PRIVACY

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Staff, parents and pupils are reminded of the importance of keeping personal data and information secure. Use of passwords is designed to keep data safe online, and ensure that only you have access to your work and that school devices are always used, by those who have one.

You should use a strong password, and must not tell anyone else what that password is. If someone else uses your account to break the ICT rules, and you have told them your password, you will be equally responsible for their actions. If you think that someone has tried to access your IT equipment or shared files inappropriately, please contact the Helpdesk immediately.

If you have access to confidential or personal information as part of your work, this must be kept only in the designated secure areas and applications. You must not disclose any personal information to anyone who does not have a right to see it.

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### Addressing security and privacy concerns

Although having remote learning systems in place is a positive step in the event of school closures, it is imperative that the community is aware of the following and the preventative measures that can be put in place to avoid attacks and misuse of data.

- Potential Malware attacks - *downloading Teams from non-genuine sources*
  - Ensure that when downloading Teams software you only do so from the correct website
  - Do not click on Teams meeting links from sources you cannot verify
- Malware attacks from people joining Teams meetings:
  - Ensure that meetings are password protected
  - Ensure the Waiting Room feature is enabled so the host has to manually allow people to join
  - Ensure that file sending and the Screen Control features are disabled so people cannot send files or access your computer
- Tracking data
  - Regularly clear your browsing history (This should be done regularly as other websites e.g., Facebook, Instagram and Amazon will track your data as well)

As part of the acceptable use agreement, parents, carers and children need to understand the benefits and risks of online lessons and children must have written consent for children to be involved.

## 12. SAFEGUARDING

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Staff have been reminded of the school's safeguarding and child protection policy and procedures. Following guidance issued by the Department for Education on 27 March 2020 on safeguarding during COVID-19, Rupert House has made appropriate updates to its 'Safeguarding and Child Protection Policy'. This is to support the new ways of working and provision of childcare for the most vulnerable pupils and children of key workers. An addendum to the RHS Safeguarding & Child Protection Policy is appended to this document.

They must also be reminded to contact the Designated Safeguarding Lead (DSL) and Deputy DSLs if they have any concerns about a child during remote learning sessions. This may be because, for example:

- a staff member sees or hears something worrying during an online lesson
- a child discloses abuse during a phone call or via email.

The Designated Safeguarding Lead (DSL) will keep a note of any contact numbers they may need while the school is closed, for example children's social care and the local police.

Staff members should take additional care if working offsite to ensure that data and information on their machine is not accessed by anyone else. They should use their password and lock the machine if they are away from it for any length of time. Staff will also make sure that their screen cannot be seen by other people if working in a public place and will not communicate via Teams to pupils in public places.

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Additionally they are to ensure that their devices are 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)

Other precautions to take to ensure data protection:

- Encrypt the hard drive - 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
- Make sure the device locks if left inactive for a period of time
- Avoid sharing the devices among family or friends
- Do not share your school device with anyone else
- Install antivirus and anti-spyware software
- Keep operating systems up to date - always install the latest update

Steps to take if you are the data controller:

- Make sure that any contract you agree to is GDPR compliant
- Conduct a Data Protection Impact Assessment to identify and minimise risks.
- Ensure that the remote learning services (Teams) provides sufficient guarantees that it is GDPR compliant (most services will likely have information on their security measures which should suffice).
- Update privacy notices to reflect your data sharing with the service
- Share only the personal data that the service needs to work
- Remind staff to be mindful that a large number of staff will likely access personal data about other staff members and pupils when working remotely, including when managing online learning

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### APPENDIX ONE

#### Code of Conduct for Remote Learning – to be read alongside a parent/carer

Name of pupil:

When working remotely I will:

- Follow and uphold Rupert House School's values at all times
- Be respectful towards all teachers and children
- Make sure that I work in a safe environment with no distractions
- Be dressed in RHS school or PE uniform for my learning sessions
- Not eat or drink during live lessons
- Understand that my parents will not join pupil class Teams sessions (unless it is a 1:1 session with a specialist teacher)
- ONLY access Teams through the link provided by my teacher
- Not open another Internet window whilst on Teams
- Use Teams respectfully and know that I will need to share talk time with others
- Immediately let a teacher or other member of staff know if I find any material, which might upset, distress or harm others or myself
- Not upload or share photos and videos on Teams without teacher permission
- Not give out personal information about myself or others
- Not visit any sites aside from those requested by my teachers
- Ask a parent/adult to supervise my learning online outside of Teams lessons
- Look after myself! I will drink lots of water, take screen breaks, get fresh air and wash my hands regularly.

Signed (pupil):

Date:

**Parent/carer agreement:** I agree that my child can use the school's remote learning systems and internet. I agree to the conditions set out above for pupils using these systems (predominantly Teams), and will make sure my child understands these. I understand that when remote learning at home I am responsible for keeping my child safe on the internet. I will review and delete browsing history on a regular basis to support the security of my computer. I will also ensure that my child and I respect the rules outlined in the Code of Conduct above.

Signed (parent/carer):

Date: