

## Remote Learning Policy



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Approved by	LGB
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## 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
  - 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 8.20am and 3.15pm as per the directed time calendar.

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

They are also responsible for:

#### **Setting work**

Their main responsibility is to set work for students in their own class, however, due to the circumstances, it may be that it is more sensible for teachers to share the workload and set work for a whole year group. This will be at the discretion of the Curriculum Leader.

When work is being set, the aim is to provide around 5 hours per day for KS3, 4 and 5 groups, broken down into 1 hour per lesson.

Situation dependent, ideally, the work needs to be set the day before. The work should be set using the Teams platform. It should be accessible for all, with clear instructions on how to complete and submit the work.

Communications with other members of staff inside or outside the school building should be done via the normal school channels, i.e. email or telephone.

The work provided during periods of remote education should be of high quality, meaningful and ambitious. The work should be accessible for all, considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills. This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a place to study.

Feedback will be provided on work where possible and will change depending on the situation, for example, if a class is out of school for an extended period, the teacher may need to give formal feedback, via personal written feedback or whole class feedback. If one student is remote learning for a week, feedback may be done verbally when they return to school. It is expected that where possible, the Department Feedback Policy is followed. When working remotely, work set on Teams should also be submitted via Teams. This allows the teacher to access the work and provide feedback via Teams, if necessary.

Keeping in touch with students and parents: Any contact should be made through the usual emails channels and systems e.g. Teams. Any questions raised whilst working remotely will receive a response within 1 working day. Any complaints or concerns shared by parents and students should follow school procedure through the year team.

If attending any virtual meeting with staff, parents/carer and students, the dress code should be smart and it should be done in a suitable location (quiet environment etc.)

### **3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available during normal contracted hours.

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 assisting with remote learning, teaching assistants are responsible for supporting pupils who aren't in school with learning remotely. The students to be supported will be decided in conjunction with the SENCO, Curriculum Leader and Class Teacher. This support could be delivered via Teams (e.g. a virtual meeting or typed conversation) or using a school telephone

If attending any virtual meeting with staff, parents/carer and students, the dress code should be smart and it should be done in a suitable location (quiet environment etc.)

### **3.3 Curriculum Leaders, SENCO, & TLR holders in Departments**

Alongside their teaching responsibilities, subject leads are responsible for:

Working with teachers teaching their subject remotely to make sure all work is appropriate and consistent

- 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 is appropriate and consistent
- 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 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

### **3.4 Senior leaders**

Deputy Principal Andrew Stanton 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

They are also responsible for: Co-ordinating the remote learning approach across the school – led by Deputy Principal Andrew Stanton

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- Monitoring the effectiveness of remote learning – through Quality Assurance (sampling of work set, student voice, feedback from parents)

- 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
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

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

The DSL is Mrs A Robinson.

### **3.6 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

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

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're not able to complete work
- 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 of their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any 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:

- Issues in setting work - Curriculum Leader

- Issues with behaviour – Curriculum Leader, Year Leader and/or Achievement Co-ordinator
- Issues with IT – TC Team
- Issues with their own workload or wellbeing – Line manager
- Concerns about data protection – Data protection officer
- Concerns about safeguarding - DSL

## **5. Data protection**

### **5.1 Accessing personal data**

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

Access data and services in the usual way, using Office 365, Arbor and Teams using the internet. If school laptops have been provided to enable working from home, these devices should be used instead of personal computers/laptops.

### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data 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.

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 – always install the latest updates

## **6. Monitoring arrangements**

This policy will be reviewed annually by the Deputy Principal. At every review, it will be approved by the full governing board.