



# Policy for Remote Learning



Document Detail	
Category	Statutory
Department	Academies within the Trust
Responsible Officer	Chief Executive Officer
Approved by:	Directors Resources, Risk and Audit committee <b>Chief Executive Officer</b> Academy Committee
Status	Approved 24.4.25
Reviewed on:	Term 3 – 2024/2025
Next review:	Term 3 – 2025/2026

## Contents

1. Aims.....	2
2. Use of remote learning .....	2
3. Roles and responsibilities .....	3
4. Data protection .....	5
5. Safeguarding .....	6
6. Monitoring arrangements.....	6
7. Links with other policies .....	6

### 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 academy 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 provide remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This includes occasions when we decide that opening our academy is either:

- Not possible to open safely.
- Contradictory to guidance from local or central government.

There may be occasions when individual pupils, for a limited duration, are unable to physically attend the academy 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 at the academy may inhibit such recovery.
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

The academy leaders 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 the academy.
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into the academy 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**

In the case where the academy is not open, teachers providing remote education will be available between 9-3pm.

If a pupil is unable to work for any reason during this time, for example due to sickness or caring for a dependent, this should be reported 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.
- Where possible, lessons will be live streamed to pupils learning remotely.

Where it is not possible/appropriate to live stream, teachers are responsible for: -

- Setting work – good practice is considered to be:
  - 3 hours a day on average across the cohort for Key Stage 1 (KS) 1, with less for younger children
  - 4 hours a day for KS2
- Making sure the pupil and parent/carer knows where to upload the completed work to (e.g. TEAMS or via email).
- Making sure that work provided during periods of remote education is: -
  - Of high quality, meaningful, ambitious and cover an appropriate range of subjects.
  - Considers the needs of individual pupils, such as those with SEND or other additional needs and the level of independent study skills.
  - Considers the needs of pupils’ families/carers, including how much adult involvement is needed in each activity and whether pupils have a suitable device and place to study.
- Making sure pupils know where to upload completed work.
- Keeping in regular touch with pupils who aren’t in school and their parents.
- Providing pupils with opportunities for pupils to interact with their peers.

#### **3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available between 9-3pm.

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 at the academy with learning remotely.

### **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
- 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**

Alongside any teaching responsibilities, senior leaders should use TEAMS 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 Trust-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:

- Monitoring the effectiveness of remote
- 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
- Providing information to parents/carers and pupils about remote education – specify if you will do this on your website or via email
- 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 a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the academy. This includes online safety, and understanding our filtering and monitoring processes on academy devices and networks to keep pupils safe online.

### **3.6 IT staff**

IT staff are responsible

- 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)

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

Staff can expect pupils learning remotely to:

- Be contactable during the academy 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
- Act in accordance with normal expectations of the academy

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

- Engage with the academy and support their children's learning, and to establish a routine that reflects the normal academy day as far as reasonably possible
- Make the academy aware if their child is sick or otherwise can't complete work
- Seek help from the academy if they need it
- Be respectful when making any complaints or concerns known to staff

### **3.8 Academy Committee**

The Academy Committee is responsible for:

- Monitoring the academy's approach to providing remote learning to ensure education remains of as high a quality as possible
- Seek assurance that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **4. Data protection**

### **4.1 Accessing personal data**

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

- Access data via ClassDojo or Pupil Asset
- Access information via allocated work laptop/iPad and not personal devices

### **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 academy's official functions, individuals won't need to give permission for this to happen. The academy will follow its data protection policy / privacy notice in terms of handling data.

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 Trust's policies and procedures.

### **4.3 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

## **5. Safeguarding**

Please refer to the academy Safeguarding and Child Protection policy.

## **6. Monitoring arrangements**

This policy will be reviewed annually by the CEO.

## **7. Links with other policies**

This policy is linked to our:

- Inclusion and Behaviour policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy