Remote Education Guidance

Approved by School Representative: Stephen Dowell		**Date:** 10/07/23
Last reviewed on:	September 2024	
Next review due by:	September 2025	

Contents

1. Aims

This remote learning guidance 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:

   o   Not possible to do safely

   o   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:

   o They have an infectious illness

   o They are preparing for or recovering from some types of operation

   o They are recovering from injury and attendance in school may inhibit such recovery

   o Their attendance has been affected by their 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, family, pupils, and if appropriate, a relevant medical professional

> 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 09:15 to 15:15.

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 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:

> > Teachers will set work for the pupils in their class

> > The work set should reflect the usual percentage balance of the curriculum areas

> > Weekly/daily work will be shared with families to encourage active involvement where possible

> Providing feedback on work:

> > Teachers will give feedback to pupils for all work returned to them

> > The HoD will coordinate with the class teacher and subject leaders on any formal assessments and feedback

> > Staff will follow The Milestone School Marking and Annotation Policy

> Keeping in touch with pupils who are not in school and their families (see Appendix to Child Protection Policy):

> > If there is a concern around the level of engagement of a pupil/s family, they should be contacted via phone to ask whether school intervention staff can assist with engagement

> > All emails should come through the school email accounts or via online conferencing software, for example Zoom, ClassDojo, Teams or other apps as appropriate. Staff are encouraged to use online conferencing software, for example Zoom, Teams or other apps as appropriate, for meetings and EHCP reviews. This allows for the views of children and the wider family members to be recorded

> > Any complaints or concerns shared by families or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

3.2 Learning Partners

When assisting with remote learning, teaching assistants must be available from 09:15 to 15:15.

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.

Leaning Partners will be active in engagement with learners, creating remote learning activities under the guidance of the teacher, supporting teachers with feedback on work, adapting learning resources and encouraging life-style choices around exercise, screen time and diet etc.

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

> Working with teachers teaching their subject remotely to make sure all work set 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

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

> 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 responsible for:

Insert details, such as:

> Co-ordinating the remote learning approach across the school

> Monitoring the effectiveness of remote learning

> 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

> 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 responsible for managing and dealing with all safeguarding concerns. For further information, please see the MAT Safeguarding and Child Protection Policy. The DSL will work closely with Heads of Department, the Support for Learning Team (SfLT) and Family Support Team (FST) who will report daily if children or families do not engage or respond to communications.

3.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and families 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 families with accessing the internet or devices

3.7 Pupils and families

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 learning partners

> Alert teachers if they're not able to complete work

> Act in accordance with normal behaviour rules and policy

Staff can expect families with children learning remotely to:

> Engage with the school, support their children's learning and establish a routine that reflects the normal school day as far as reasonably possible

> Make the school aware if their child is sick or otherwise can't complete work

> Seek help from the school if they need

> Be respectful when making any complaints or concerns known to staff

3.8 Local Advisory Boars

The Local Advisory Board is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible

> Ensure staff are aware 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 – talk to the relevant subject lead

> Issues with behaviour – talk to your Head of Department and the Support for Learning Team

> Issues with IT – talk to the IT Team

> Issues with their own workload or wellbeing – talk to your Head of Department

> Concerns about data protection – talk to your Head of Department

> Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 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 the MAT data protection policy and 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. Safeguarding

Please refer to the school and MAT Safeguarding Policy and Procedures.

7. Monitoring arrangements

This guidance will be reviewed yearly.

8. Links with policies

This guidance is linked to our:

> Positive regulation policy

> Child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy