

REMOTE EDUCATION POLICY

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1. Purpose

- 1.1 While pupils experienced disruption to their education from 23 March 2020, several different approaches were used by schools to continue their education. Many schools also learnt from experience and innovated, took on board pupil and parent feedback and improved their provision as the weeks passed.
- 1.2 Most pupils returned to school full time from 8th March 2021. Despite this, there is still a risk of localised outbreaks of coronavirus (COVID-19) or of small numbers of individual pupils being unable to attend school.
- 1.3 Despite the challenges, remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged. While there are numerous ways to implement high-quality safe remote education, remote-access technology offers many advantages which enable schools to continue a relatively normal programme of teaching across all or most curriculum subjects and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- 1.4 The characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether that remote provision is live or pre-recorded). It is important that each Trust school considers how to transfer into remote education what we already know about effective teaching in the live classroom.
- 1.5 Remote education continues to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.
- Trust schools should have remote education plans in place for any disruption to schooling during the 2020 to 2021 academic year.
- 1.6 The policy should be used by staff responsible for the curriculum and delivery in schools. The DfE recognises that schools vary in the approach to remote learning for all pupils (including SEND). Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, Trust schools are expected to have the capacity to offer remote education to continue a relatively normal programme of teaching across all or most curriculum subjects.
- 1.7 All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

2. Roles and responsibilities

- 2.1 During times when the school is unable to be open, or when a group of students is unable to access the school building, teaching staff are required to continue their role but in a different way. Teachers and teaching assistants will be asked to provide online learning and follow procedures to ensure that students still get access to education.
- 2.2 The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:
- ensuring pupils receive clear explanations
 - supporting growth in confidence with new material through scaffolded practice
 - application of new knowledge or skills
 - enabling pupils to receive feedback on how to progress
- 2.3 Where a pupil is unable to attend school because they are complying with clinical or public health advice, the Department for Education expects that schools to be able to immediately offer them access to remote education. Schools should keep a record of and monitor engagement with this activity but this does not need to be formally recorded in the attendance register.
- 2.4 Trust schools commit to the following principles:
- Vulnerable families will be contacted weekly. This will be based on clear criteria that constitutes what defines the term 'vulnerable'. Each school will identify who the selected families are that need this provision.
 - The platform staff and students use during lockdown will be, where possible the same platform for normal home learning. This ensures that staff, students, and parents are safe, knowledgeable, and skilled in using the technology. Each school will identify their chosen platform(s) and any subject specific online resources.



- The quality of homework will be given sufficient focus during normal school operations to provide confidence in leaders, teachers and students being able to switch effectively, and immediately, to remote learning.
- When providing remote learning, teachers must be available between normal 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. If a member of staff is required to provide online work or feedback, then this will be delegated to a suitable person who can fulfil this role.
- Use the secure school email system and ensure laptops/devices are password protected.

3. Teaching staff

- 3.1 Teachers are expected to provide a blended learning experience in line with their remote learning offering, but also in line with vocational qualifications, meet the guidelines set by the awarding organisation (see 3.2). For example, schools may offer a combination of synchronous and asynchronous learning:
- Synchronous - engage in course activities at a specific date/time requiring that everyone be online at the same time.
 - Asynchronous - Students engage in activities at any time, contributing at their own pace.
- 3.2 Setting of assignments:
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
 - Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
 - Maintain and store securely all assessment and internal verification records in accordance with the awarding organisations guidelines.
- 3.3 Providing feedback on work:
- Teachers are expected to assess and feedback on work and assignments in line with their individual school and departmental policies
 - Teachers are expected to maintain the tracking of student progress through the digital tools provided for this purpose.
- 3.4.1 The needs of vulnerable learners will be assessed by the individual schools.
- 3.4.2 Special Education Needs Assistants and SENCOS may be asked to support the provision of work for specific children and to join live support sessions to offer breakout group support.
- 3.6 Keeping in touch with pupils who are not in school and their parents:
- Teachers will endeavour to respond to emails and requests from parents during school hours. The amount of time it takes for a teacher to get back to a parent regarding concerns are addressed within 48 hours.
 - If a student is not completing set work online, the teacher will notify parents with offers of support, such as from a pastoral member of staff. If the issue is arising solely from lack of effort, this will be logged as an academic progress concern in line with the school's specific policy.
- 3.7 Attending virtual meetings with staff, parents, and pupils:
- Teachers will take part in regular department meetings to ensure that the curriculum is being implemented effectively and to assess impact on students' progress.
 - In any video/conference/live event, all teaching staff will wear appropriate clothing for the occasion.
 - Filming/videos will wherever possible take place in quiet locations with no background noise, or anything inappropriate in the background.

4. Teaching Assistants

- 4.1.1 When assisting with remote learning, teaching assistants must be available between their normal 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.



4.1.2 When assisting with remote learning, teaching assistants are responsible for:

- Children who need additional support
- Children who need additional challenge

4.1.3 They may be asked to host or support 'break out' sessions during live events where they are providing intervention on a small group basis.

4.1.4 They may be asked to support teaching staff in contacting home (see 3.4).

5. Subject Leads

5.1 Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring that their subject is being taught effectively and the curriculum coverage, pace and depth is secure.
- Working with teachers to make sure that the needs of vulnerable learners are being met.
- Monitoring the quality of remote learning set by teachers in their subject, student engagement and progress with meeting assignments deadlines.
- Monitoring the academic progress of students and being able to report effectively on this and identify interventions.
- Guiding teachers towards resources they can use to teach their subject remotely
- Ensuring that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

6. Senior leaders

6.1 Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school to ensure everyone can use digital tools with confidence.
- Monitoring the effectiveness of remote learning -conducting regular meetings with teachers and subject leaders, reviewing the learning set and providing overviews of academic progress.
- Ensuring data protection and safeguarding considerations and policies are implemented.
- Providing staff training and implementing measures to prevent and detect any instances of malpractice which may arise due to the different delivery/assessment methods chosen for vocational qualifications.

7. Designated safeguarding lead

7.1 The DSL is responsible for:

- Responding to any concerns/queries that are brought to their attention through safeguarding (for further information please refer to the safeguarding policy)
- Communicating with the Local Authority Safeguarding Team to ensure multi-agencies have all relevant information
- Ensuring staff remain trained in all areas such as FGM/Missing in Education/PREVENT.
- Conducting and sometimes leading Early help meetings virtually
- Supporting families who have requested support or who are identified by teaching staff.

8. IT staff

8.1 IT staff are responsible for:

- Fixing issues with systems used to set and collect work



- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

9. Pupils and parents

9.1 Staff can expect students 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 deadlines set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work
- Behave appropriately online.

9.2 To support this, leaders will:

- Make sure teachers are trained on how to manage a live support session and the tools available to manage behaviour online
- Ask staff to issue a short reminder of expectations each time a live support session is delivered and/or check children’s understanding of appropriate behaviour

9.3 Staff can expect parents with students learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Be respectful when making any complaints or concerns known to staff
- Ensure that their child behaves appropriately online and support the school if consequences for poor behaviour need to be given.

10. Governing board

10.1 The governing board is responsible for

- Monitoring the school’s approach to providing remote learning to ensure the quality of education.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Ratifying changes to the behaviour for learning policy to take account of online learning

11. Keeping devices secure

11.1 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 using a strong password with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring hard drives are 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 is locked if left inactive for a period of time and when member of staff moves away from device
- Use school devices where possible when working from home. If this is not possible, use a secure computer which cannot be accessed or seen by anyone else
- Not sharing the device among family or friends where possible.

12. General Data Protection Regulation

12.1 All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

