



Remote Learning Policy



Contents

1. Aims..... 3

2. Use of remote learning 3

3. Roles and responsibilities 4

4. Who to contact..... 7

5. Data protection 7

6. Safeguarding 8

7. Monitoring arrangements..... 8

8. Links with other policies 8

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students 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 students should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Students receiving remote education will be marked absent in line with the Student Registration Regulations.

We will consider providing remote education to students in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- Occasions when we decide that opening a school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual students, 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 students 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, students, and if appropriate, a relevant medical professional. If the student 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 student back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the student back into school at the earliest opportunity
- Set a time limit with an aim that the student returns to in-person education with appropriate support

Remote education will not be used as a justification for sending students home due to misbehaviour. This would count as a suspension, even if the student is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available for the usual directed time published 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 providing remote learning, teachers should:

- Provide students 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 students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely

They are also responsible for:

- Setting work as follows:
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - 4 hours a day for KS2
 - 5 hours a day for KS3 and KS4
- Setting work by 1530 the day before and uploading this work into the student's folder on Student Hub
 - To upload resources to Student Hub and set-up online teaching sessions, staff should follow the online CPD videos accessible through RT StaffHub at [ICT Training Launchpad](#).
- Co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete the work.
- Making sure that work provided during periods of remote education is of high quality, meaningful and ambitious. School leaders must ensure work covers an appropriate range of subjects. Work must consider the needs of individual students, such as those with SEND or other additional needs, and the student's level of independent study skills.
- Considering the needs of students' families or carers, including how much adult involvement is needed in each activity and whether students have a suitable place to study.
- Providing feedback on work.
- Answer emails from parents and students within working hours.
- Finding a suitable location for lesson delivery, if lessons are delivered live online (e.g. avoid areas with background noise, nothing inappropriate in the background).
- Ensuring any complaints or concerns raised by parents and students are shared with the Headteacher immediately. For any safeguarding concerns, refer to the section below.

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- Implement behaviour expectations as detailed within the RT Positive Behaviour Change Policy.

3.2 Senior leaders

The Head Teacher 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 students by, for example:

- Distributing school-owned laptops accompanied by a user agreement
- 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 students on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether students learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- Assisting students and parents/carers with accessing the internet or devices

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Considering whether any aspects of 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
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set or reaching out for feedback from students and parents/carers.
- 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
- 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 Student Hub and Teams has available
- Providing information to parents/carers and students about remote education via email communication.
- Ensuring students eligible for free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.3 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Taking lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes

in place).

- Being available in term time, school hours, for staff to discuss any safeguarding concerns.
- Managing referrals and refer cases where there is suspected abuse, neglect or exploitation, radicalisation concerns, a person dismissed or left due to risk/harm to a child to DBS, concern a crime may have been committed to the police.
- Raising awareness of safeguarding and child protection amongst staff and parents/carers and support staff.
- Attending DSL Safeguarding training every two years and keep up to date with changes.
- Acting as a source of support and expertise to the school community.
- Having an understanding of Suffolk Safeguarding Partnership procedures.
- Ensuring that when a child leaves the school, their safeguarding information is passed to their new school and receipt obtained.
- Attending and/or contributing to child protection conferences in accordance with local procedure and guidance.
- Developing effective links with relevant statutory and voluntary agencies.
- Ensuring that all staff sign to confirm they have read and understood this policy.
- Liaise with the nominated Safeguarding Trustee and Trust Safeguarding Lead as appropriate.
- Making this policy available to parents/carers via the Trust website and as a hard copy on request.
- Ensuring electronic records of all safeguarding concerns are completed on MIS including a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome.
- Sharing safeguarding concerns and actions taken with relevant professionals, in particular, to the DSL/DDSL at the student's main school for dual registered students.
- Following Suffolk Safeguarding Partnership guidance on record keeping. RT Safeguarding & Child Protection Policy September 2024 16
- Referring cases of suspected neglect, abuse and/or exploitation to children's social care or police in accordance with the guidance below.
- Working with others to ensure that the Trust's filtering and monitoring systems are functional and effective.
- Providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

3.4 IT team

The IT team are responsible for:

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

3.5 Students and parents/carers

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

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- 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.

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 if 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

3.6 CEO

The CEO is responsible for:

- Monitoring the Trust 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 – talk to the relevant Headteacher
- Issues with behaviour – talk to the relevant Headteacher
- Issues with IT – talk to the IT team
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

Explain:

- o *How they can access the data, such as on a secure cloud service or a server in your IT network*
- o *Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices*

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as work email addresses 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 ([found here](#)) and privacy notices ([found here](#)) 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 Trust'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 14 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- 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

Staff are responsible for safeguarding as per our Safeguarding and Child Protection Policy.

7. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by MAT Leaders.

8. Links with other policies

This policy is linked to our:

- o Positive Behaviour Change Policy
- o Safeguarding and Child Protection Policy and Appendix D – Online Safety Procedure
- o Data Protection Policy and Privacy Notices
- o Raedwald Trust Staff Handbook
- o Supporting Students with Medical Conditions Policy
- o Children with Health Needs who cannot attend School Policy
- o Special Educational Needs and Disability Policy
- o Equality, Diversity and Inclusion Policy