



Registered Charity 1171812

Remote Learning Policy

Summary	
Policy Reference Number	068
Category	Education
Authorised by	Full Trust Board
Responsibility of	Chief Executive
Status	Updated May 2024
Next Review Date	May 2026

Contents

1. Rationale	2
2. Remote Learning	2
2.1 Remote Learning for individual students.....	2
2.2 Remote learning for groups of students/partial 'bubbles'	2
2.3 Remote learning for whole 'bubbles', rotas or whole school closure	2
2.4 Live lessons	2
2.5 Assessment	2
3. Expectations of Students	3
4. Expectations of Teachers	3
5. Support for SEND and Vulnerable Students	4
6. Safeguarding Students at Home	4
7. Online Safety	4
7.1 In school	4
7.2 Outside school.....	4
8. Working with Parents and Carers	5
9. Mental Health	5
9.1 Children at home	5
Links with other policies	5

1. Rationale

In the event of a partial or whole 'bubble' closure the school is committed to providing continuity of education to its students via remote (online) learning.

Remote learning will also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work from home. This may apply in cases of students who are self-isolating at home without relevant symptoms, fixed term exclusions or authorised long-term illnesses.

There is no obligation for the school to provide remote learning for students who absent themselves from school with or without parental permission, in contravention to school or government guidance. This would apply if parents decided to take holidays during term time or if parents made the decision without the school's prior agreement, to absent their child from school as a 'precaution', against official guidance, in the event of an outbreak of an infectious disease.

This policy will be kept under continual review and may be revised as a result of specific circumstances. For example, the extent to which different methods of instruction are employed is likely to be determined by the length and range of any school closure, and the ability of both students and teachers to engage in remote learning owing to illness or individual circumstances.

2. Remote Learning

2.1 Remote Learning for individual students

When absence has been authorised by the school and the student is able to work from home, the school will provide remote learning.

2.2 Remote learning for groups of students/partial 'bubbles'

In the event of a groups of students or partial 'bubble' needing to self-isolate for a period of time, the school will provide remote learning.

2.3 Remote learning for whole 'bubbles', rotas or whole school closure

In the event that a whole 'bubble' needs to self-isolate or the government's tier system requires that specific groups must follow a remote learning, the school will provide remote learning.

2.4 Live lessons

Teachers may deliver content in a 'live' manner (either by text or audio and/or visual means). There is an expectation of teachers to carry out live sessions, but this is dependent on individual circumstance.

Microsoft Teams is a platform that allows for resources to be shared, teachers to provide opportunities to embed previous learning and offer direct instruction; students are also able to ask questions in 'real time'. Students will be expected to engage with live lessons whenever possible.

2.5 Assessment

Providing timely and impactful feedback is essential in ensuring that all students continue to make at least good progress. Teachers will provide weekly whole class or cohort feedback to students on

submitted work. Assessed work will be submitted via Teams with clear deadlines to support students in organising their time.

3. Expectations of Students

Students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of learning.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the Headteacher.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers may instruct students to source certain books that can be picked up from Connie Rothman Learning Trust. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home. An audit will have been undertaken to ensure that all students have access to a device and the internet.

4. Expectations of Teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If there are IT related issues while remote working, teachers should contact the school.

To ensure a consistency of approach, teachers are responsible for quality assuring the nature and frequency of set tasks and assessments, and quality and consistency of feedback within their subject areas.

In the event a teacher is unwell during a period of remote learning, please contact a member of the Senior Leadership Team

Teachers are expected to:

- Plan and deliver 'live sessions' where appropriate
- Respond to reasonable amounts of communication from students and parents
- Plan and set tasks for their students using the Teams assignment functionality
- Be able to set and mark assessed work promptly, returning it to students electronically.

In order to ensure that teachers can perform the minimum expectations outlined above, the school will provide a range of training opportunities that they should access to before any planned school closure. These will outline expectations relating to live and recorded lesson delivery, how to deal with potential safeguarding and student behavioural issues.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by students. All communication should take place during usual school hours. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur through official school channels, and not through personal accounts or other websites. Permitted methods of communication are:

- Email
- Microsoft Teams

When teachers are carrying out lessons they should be:

- Dress should be appropriately professional
- Location backgrounds should be blurred where possible, contain no background noise or other people in shot

5. Support for SEND and Vulnerable Students

Teachers should ensure that work is personalised for all learners when setting online tasks.

6. Safeguarding Students at Home

The school will maintain contact with children who are at home, particularly those with SEND or who are vulnerable. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. If necessary they will use personal phones but they will withhold their personal number.

Staff will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

7. Online Safety

7.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. Our IT Support staff will be available to provide support and advice for staff, students and parents when appropriate.

7.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing safeguarding and child protection, behaviour, online safety and IT acceptable use policies. Ongoing training will be provided for staff to ensure that all staff are following appropriate safeguarding practices.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures using My Concern.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

8. Working with Parents and Carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
- Know where else they can go for support to keep their children safe online.

Parents/carers will receive regular advice, guidance and signposting via email, newsletters, social media and our website.

9. Mental Health

9.1 Children at home

When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as explained in our safeguarding and child protection policy.

Links with other policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Data Protection Policy