



**Tudhoe Learning Trust**

# **Remote Learning**

**Policy, Procedure and Guidance**

<b>Approved by:</b>	Trust Chief Executive Officer	<b>Date:</b> December 2024
---------------------	-------------------------------	----------------------------

<b>Last reviewed on:</b>	December 2024
--------------------------	---------------

<b>Next review due by:</b>	December 2026
----------------------------	---------------

## Contents

## Page

1. Introduction .....	2
2. Roles and responsibilities.....	2
3. Roles and responsibilities.....	2
4. Who to contact.....	4
5. Data protection .....	4
6. Safeguarding.....	5
7. On-line Safety .....	6
8. Further information .....	6

# 1. Introduction

The Trust recognises that children may be required to undertake learning off school premises from time to time. This may be due to government decisions to open schools for restricted and/or specific pupils only or due to the health requirements of an individual pupil.

This remote learning policy for trust 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 safeguarding and 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:
  - Not possible to do safely
  - 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:
  - 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 pupils with remote education on a case-by-case basis.

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 normal school 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 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.

Teachers are responsible for:

- Setting work and uploading this to the schools chosen on-line learning platform. Co-ordinating with other teachers as appropriate to ensure consistency across the year and to make sure pupils 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, ambitious and cover an appropriate range of subjects
- Providing feedback to pupils on the completed work submitted
- Keeping in daily contact with pupils who aren't in school and their parents via emails or phone calls as required. Responding to any emails received from parents during working hours.
- Record pupil and parental engagement and note any concerns shared by parents and pupils. Concerns or complaints must be dealt with in accordance with the Trust Complaints Policy and Procedure. Where there are any safeguarding concerns identified, the safeguarding policy will apply, and these must be recorded and shared on CPOMS and/or with the -school's Designated Safeguarding Officer as necessary.
- Attending virtual meetings with colleagues, parents and pupils. Employees should ensure that professional attire is worn during meetings and consideration should be given to the location of the meetings e.g. avoid areas with background noise, nothing inappropriate in the background)

Where teachers will also be working in school, the teachers will endeavour to link between the in-school and remote provision and stream lessons in school to pupils learning remotely where this is appropriate.

### **3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available between normal school working 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Attending virtual meetings with teachers, parents and pupils ensuring that professional attire is worn during meetings.

If teaching assistants will also be working in school, normal responsibilities in relation to classroom support will continue to be provided.

### **3.3 Subject leads/SENDco**

Alongside teaching responsibilities, subject leads and the colleague responsible for SENDco in our Trust schools will be 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

### **3.4 Senior school leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **3.5 Designated safeguarding lead**

The DSL is responsible for ensuring that any concerns that have been identified by school colleagues that relate to the health and wellbeing of our children are promptly dealt with in accordance with the Trust Safeguarding Policy as appropriate.

### **3.6 Pupils and parents/carers**

Trust staff can expect pupils 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 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 with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it - if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

### **3.7 Head Teacher and Governing Board**

The Head Teacher and the governing body of each Trust school is responsible for:

- Monitoring their school's approach to providing remote learning to ensure education remains as high 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, children or parents/guardians have any questions or concerns about remote learning, they should contact the class teacher/subject lead/SENDco or a member of the senior leadership team as appropriate.

## **5. Data protection**

### **5.1 Accessing personal data**

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

- Comply with the Trusts Data Protection Policy

- Ensure any devices they use to access the data are encrypted devices, such as laptops and I-pads that have been provided by the school rather than using their own personal devices

## 5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers 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. 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

The Trust recognizes that the safeguarding of children is very important during remote teaching and learning and this policy should be read in conjunction with the Trust Safeguarding and Child Protection Policy.

As such the Trust has developed measures to protect pupils who are at home for reasons relating to their health or for reasons connected to coronavirus e.g. attendance restrictions during national lockdown or the need to self-isolate when they would otherwise be attending.

Trust staff will follow the statutory safeguarding guidance Keeping Children Safe in Education and will always have regard to the following safeguarding principles:-

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act immediately
- A designated safeguarding lead or deputy should be available at all times. Where this is not possible a senior school leader will be responsible for co-ordinating safeguarding with support from the Trust Chief Executive Officer
- Continue to recognise the importance of safer recruitment. To ensure staff and volunteers who work in our schools are safe to work with children
- Children will continue to be protected when they are on-line

All Trust staff and volunteers will continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and at home.

Designated safeguarding staff will: -

- Identify the most vulnerable children in school
- Continue to work with and support children's social workers, where they have one
- Update and manage access to child protection records, where necessary to help protect vulnerable children

We will continue to work with virtual school heads for looked-after and previously looked-after children and with any other relevant safeguarding and welfare partners to help keep children safe.

We will monitor attendance and follow guidance from the Department of Education on recording attendance and submitting data.

We will make arrangements to obtain up to date contact details for pupils and parents/guardians and maintain regular contact with pupils who are at home to help identify any concerns. Staff and volunteers will look out for signs like:-

- Not completing assigned work or logging onto learning platforms
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

## **7. On-line Safety**

In school we will continue to have appropriate filtering and monitoring systems in place.

Outside of school where staff are interacting with children on-line, they will continue to follow our existing Staff Code of Conduct and Acceptable Use of ICT Policy.

Staff will continue to be alert to signs that a child may be at risk of harm online and act upon any concerns immediately.

Our Trust schools will make sure children know how to report any concerns they have back to their school and will signpost them to other sources of support as appropriate.

## **8. Further Information**

Further information is available from the Trust Office via [office@tudhoelearningtrust.co.uk](mailto:office@tudhoelearningtrust.co.uk)