

REMOTE LEARNING POLICY



Statement of Intent

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Our Vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for members of the school community engaged in remote learning
- Provide appropriate guidelines for safeguarding and data protection.

What is remote learning?

Remote learning means the child and the teacher are not physically present in a traditional classroom environment but are engaged in educational activities delivered through a variety of methods and formats. At TEACH Trust, this may include:

- Use of exercise books and printed worksheets.

- Use of online educational websites.
- Provision of pre-recorded video lesson content.
- Use of video lesson content from online sources.
- Remote teaching/coaching through contact between teacher and child.

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.

TEACH Trust are not required to provide remote learning for children who are absent due to usual childhood illnesses; unauthorised absences such as holidays; during school holidays; nor for children for whom provision is made by hospital school.

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 not possible to do safely
- occasions when we decide that opening our school is 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. In such instances, the school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used on an individual basis, the school will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil 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 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.

Roles and Responsibilities

The **CEO and Trustees** will:

- Ensure that statutory guidance regarding provision of remote learning is adhered to and that non-statutory guidance is applied appropriately.
- Enable access to government portals for support for remote learning as appropriate.

- Facilitate provision for remote learning through allocation of funding and resources.

The **Head of Curriculum and Standards** will:

- Evaluate available research and resources to inform remote provision.
- Consult with staff, parents and Trustees regarding provisions.
- Co-ordinate the resourcing of remote learning, including online licenses, sourcing of materials and expectations of staff.
- Liaise with the IT manager to ensure teachers have appropriate resources, information and CPD to enable them to deliver remote learning.
- Ensure that, when deemed necessary, remote learning is supplied in a timely, effective manner.

The **Headteacher and Deputy** will:

- Identify and resolve barriers to provision within their own school.
- Ensure that staff in their own school understand the remote learning expectations.
- Quality assure the online resources provided.
- Assess the level of need depending on the circumstances of their school and ensure remote learning is provided in a timely manner.

The **Year Leader** will:

- Co-ordinate their teaching team to ensure quality remote learning resources are provided in a timely manner.
- Ensure remote learning is matched closely to the in-school curriculum offer.
- Co-ordinate the pre-recording of video lesson content when needed.
- Co-ordinate the distribution of online remote learning content for their year group.
- Access CPD and support as needed to facilitate their role.
- Liaise immediately with the Headteacher/Deputy Headteacher regarding any issues arising from e-communications or remote learning provision.

The **Class/Set Teacher** will:

- Contribute to the provision of remote learning resources, as directed by their year leader.
- Prepare pre-recorded video lesson content, as required.
- Contact children who are unable to attend school, as directed by the year leader.
- Adhere to all aspects of the staff code of conduct and staff handbook, including professional appearance and conduct, when creating video content or contacting children remotely.
- Ensure that appropriate backgrounds, such as lesson slides or virtual backgrounds are used in video content (see appendix 2: technical support).
- Name all video and file content to be shared by subject, teacher name and date so that it is easily accessible for remote users.
- Save content to be shared in the appropriate One Drive location for their year group.
- Liaise with their year leader to ensure content is shared in a timely manner.
- Access CPD and support as needed to facilitate their role.
- Adhere to the Teach Trust Child Protection and Safeguarding Policy at all times.

- Adhere to the TEACH BYOD Policy and Acceptable Use Policy for use of online devices to support teaching.
- Ensure e-communications are conducted via the phone/email contact details and devices belonging to parents (not those of children).
- Liaise with their year leader in the first instance regarding any issues arising from e-communications or remote learning provision.

The **Inclusion Leader** will:

- Support class teachers to ensure that remote learning resources are matched closely to the needs of children with SEND.
- Liaise with parents/carers of children with SEND to provide appropriate support as needed.
- Quality assure the remote learning provision for children with SEND.

The **Trust Music and Performance Director** will:

- Ensure external providers of peripatetic music lessons have accessed the TEACH Remote Learning Policy, TEACH BYOD Policy and Acceptable Use Policy, and the TEACH Trust Child Protection and Safeguarding Policy.
- Liaise with peripatetic music teachers to maintain an up-to-date register of children accessing remote music lessons.
- Quality assure the remote learning provision delivered by peripatetic music teachers.

Peripatetic Music Teachers will:

- Adhere to the TEACH Remote Learning Policy, TEACH BYOD Policy and Acceptable Use Policy, and the TEACH Trust Child Protection and Safeguarding Policy.
- Liaise with the Trust Music and Performance Director to maintain an up-to-date register of children accessing remote music lessons.
- Deliver the lesson content at the agreed time.
- Notify the parent and the Trust Music and Performance Director at the earliest opportunity if they are unable to deliver a lesson at the agreed time.
- Ensure that appropriate backgrounds, such as virtual backgrounds, are used during live lessons (see appendix 2: technical support).
- Set standards for pupils and their parents or guardians that ensures behaviour in line with that expected when learning in school.
- Ensure that children wear appropriate dress, such as that worn for a school non-uniform day, during live lessons. If this is not the case, the lesson may be suspended or terminated.
- Notify the Trust Music and Performance Director and the parent if a lesson has been terminated due to breach of policy by the parent or the child, and therefore a refund is not applicable.
- Ensure that resources including IT equipment, instruments, music etc. are ready for the lesson so that no time is wasted during the actual lessons.
- Ensure e-communications are conducted via the phone/email contact details and devices belonging to parents (not those of children) and only in relation to the music lessons.
- Ensure that no lessons are recorded or kept.

The **school admin team** will:

- Ensure up-to-date resources are available on the school website.
- Facilitate communication between school and parents.
- Make arrangements with parents who require hard copies of materials.

The **IT Manager** will:

- Evaluate provision and advise school leaders of most effective options.
- Ensure staff have the relevant resources to prepare and deliver remote learning.
- Provide CPD, information and support to enable teachers to deliver remote learning.
- Co-ordinate technical support to ensure that online systems function effectively.
- Monitor online activity to guard against breaches of policy.

The **Data Controller** will:

- Maintain an overview of the methods and content of communication taking place.
- Liaise with the IT manager and school admin team to ensure secure use of contact information.
- Provide information and support for staff regarding permissible data-sharing.

Roles and Responsibilities

When remote learning is deemed necessary, it is the responsibility of **Parent(s)/Carer(s)** to:

- Support their child(ren) to engage in remote learning.
- Set high expectations, in line with those of the school, regarding the standard and amount of work to be completed.
- Provide a suitable space in which remote learning can take place.
- Be available for supervision when teachers are making contact via live teaching or telephone.
- Ensure that their child dresses appropriately, e.g. as per a school non-uniform day, to help achieve the right frame of mind if participating in live lessons: this supports attitudes to learning and safeguarding of children and teachers.
- Notify the teacher, in the first instance, of any barriers to remote learning and work with the school to overcome them.
- Ensure that e-communications are only conducted via the phone/email contact details and devices belonging to parents.
- Ensure that, for participation in live peripatetic music lessons, resources including IT equipment, instruments, music etc are ready for the lesson so that no time is wasted during the actual lessons.
- Ensure that no live lessons are recorded or kept.
- Read school communications to keep up-to-date with current guidance and provisions.

When remote learning is deemed necessary, it is the responsibility of **children** to:

- Engage in remote learning and try their best.
- Dress appropriately for learning, e.g. as per a non-school uniform day rather than pyjamas, to help achieve the right frame of mind for learning.
- Tell their parent/carer about problems with remote learning.
- Use the resources as per the instructions e.g. use the answers to check **after** completing the work.

Data Protection

Teachers may select the method of online delivery used, ensuring that appropriate safeguarding measures are observed. Parental consent for contact in this form will be deemed as received when the parent engages with the online provision. Whilst Zoom and MS Teams are authorised channels of communication, these must only be used during a scheduled lesson or meeting time. Neither student nor teacher should use this as a means of contacting the other party outside of scheduled lesson/contact time. As with all school-based communications, the content and language of messages must at all times be professional. Teachers will advise parents if they need to contact them to use formal channels.

Staff members may need to collect and/or share personal data for the purposes of e-communications as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Links with other policies

This policy should be used in conjunction with the following Teach policies:

- Code of Conduct
- Behaviour policy
- Child Protection and safeguarding policy
- Data protection policy and privacy notices
- Acceptable use policy
- Online safety policy
- BYOD policy

Reviewed March 2024

Equality Impact Assessment

Question	Response	Please tick
Which relevant groups and stakeholders have been consulted with in relation to this policy?	Pupils	
	Trustees	✓
	Staff	✓
	Parents/Carers	
	Local Authority	
	Trade Unions	

	Other Advisors (give details)	
	Termly	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Annually	
	When applied	
	If legislation changes	✓
	If a formal complaint	

Does the policy affect one group less or more favourably than another on the basis of:	Y/N
Disability	N
Gender reassignment	N
Marriage or civil partnership	N
Pregnancy and maternity	N
Race	N
Religion or belief	N
Sexual orientation	N
Sex (gender)	N
Age	N
SEN	N
Vulnerable	N
Traveller, migrant, refugees and people seeking asylum	N
EAL	N

	Y/N	Comments/Actions
Is there any evidence that some groups are affected differently?	N	
If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	N/A	
Is the impact of the policy likely to be negative?	N	
If yes, can the impact be mitigated by taking different action?	N/A	