Remote Education Policy

Hallmoor School

Remote Education Policy

Rationale:

In line with best practice and following DfE guidance, Hallmoor School has a Remote Education Policy to be implemented when pupils are unable to attend school. This may occur due to medical needs, self-isolation, or local or national lockdowns. The policy ensures that pupils continue to have access to meaningful, high-quality learning, supporting their educational progress even when they cannot be physically present in school. While remote education is not a replacement for in-person attendance, it provides a structured and equitable approach to maintaining learning continuity for all pupils.

Aims:

This remote learning policy 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. Ensure the ongoing education and wellbeing of pupils during periods where they are required to be at home in term time.
- Support effective communication between the school and families to encourage engagement/ attendance to learning and best practice around remaining safe online.
- Ensure pupils have full access to our broad and balanced relevant curriculum, broadly following where practicable, a daily timetable.
- Ensure remote education is well sequenced, following in school curriculum pathways. Recognise the workload implications of teaching staff who may be offering in school education whilst offering remote education.
- Provide appropriate guidelines for data protection.

Use of remote learning:

All pupils are expected to attend school, in line with the school's Attendance Policy. Remote education is not considered as an equal alternative to in-person attendance. Pupils who are receiving remote education will be marked as absent in accordance with the Pupil Registration Regulations.

Remote education may be provided in circumstances where in-person attendance is not possible or would be 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 are recovering from short term infectious illnesses
- They are preparing for or recovering from some operations
- They are recovering from injuries where attendance might inhibit 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.

In the limited circumstances when remote learning is used for longer periods, we will:

- Gain mutual agreement of remote education by the school, parents/carers, families, 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:

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the school's approach to remote learning
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject/phase leaders, reviewing work set, and seeking feedback from pupils, parents, and carers.

- Monitoring the security of remote learning systems, including considerations for data protection and safeguarding.
- Ensuring staff remain trained, and confident, in their use of online digital education platforms
- Providing clear information to parents/carers, and pupils about remote education arrangements.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO).

Phase Leaders

Alongside their teaching responsibilities, middle leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to be adapted to accommodate remote learning.
- Collaborating with teachers to ensure that all work set is appropriate, consistent, and aligned
- Working with other leaders and senior leaders to ensure that remote learning across all subjects is appropriate, consistent, and that deadlines are scheduled with a manageable spacing.
- Monitoring the remote work set by teachers across the school through virtual learning walks and meetings.
- Signposting teachers to resources that can support remote teaching, with a focus on maintaining a manageable workload.
- Supporting staff, parents/carers with any technical issues they may encounter.
- Assisting pupils and families with access to the internet or devices to ensure equitable participation in remote learning.

Teachers

When providing remote learning, teachers are expected to be available between 8.50am and 3.15pm on the days they are normally contracted to work. If teachers are unable to work during this time for any reason (for example, due to illness or caring for a dependent), this must be reported in line with the school's normal absence procedures. Where the school office telephone is unavailable, notification should be sent via email to enquiry@hallmoor.fet.ac

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 to enable pupils to access remote education in line with their individual needs, where required, informed by relevant considerations including the support families may need and the types of services and resources pupils can access remotely.

Teachers are also responsible for:

- Setting work by uploading to the online platform Class Dojo.
- For all pupils within their class group; on occasion, teachers may also set work for pupils in other classes across the school.
- Providing daily routine songs for parents and carers to use at home.
- Providing three to four activities per day, appropriate to the age and stage of the pupils, the curriculum they access, and their individual learning targets linked to EHCP outcomes.
- Using professional judgement to select elements of planned learning that are most suitable for remote teaching and to provide engaging, accessible and personalised learning resources appropriate to the needs of pupils and their families.
- Activities may be presented in a range of formats, including photographs, written instructions, videos, PowerPoint presentations, PDFs, website links, YouTube content and interactive games.
- Making use of additional online learning platforms, where appropriate, such as Oxford Owl, My Maths and Discovery Education, to support and enhance remote learning.
- Ensuring remote learning begins within the same week as the first day of absence; where the first day of absence is a Friday, remote learning will begin on the following Monday.
- Uploading work by 10.00am on the first day of remote learning and by 9.00am on subsequent days. Teachers may bulk upload weekly activities when providing remote education for an individual pupil.
- Uploading work to either the Class Story area or an individual portfolio, depending on what is most appropriate for the activity or pupil.
- Sharing daily or weekly work with families to encourage active involvement where possible.
- Teachers will co-ordinate with staff across the school via Teams during periods of working from home.

Providing feedback on work:

- Some parents/carers and families may upload work completed by their child on their child's portfolio. This may include photos, videos and typed responses (including comments). Teachers may need to approve items submitted by pupils via their portfolio area.
- Not all learning is formally assessed, and this would continue to be the case during periods of remote learning. Teachers will endeavour to provide feedback on work completed. This may be through the comment's functions of the platform or via phone calls with parents.

Keeping in touch with pupils who aren't in school and their parents:

- Teachers are expected to make regular contact with families of pupils not in school. Teachers should contact the family via phone at least once a week to support the family and explain any work set. If staff need to use their personal devices, dialling 141 or hiding your caller ID prior to the number will ensure the staff member's own number is kept anonymous.
- If there is a concern around the level of engagement of a pupil and/or the pupil's parent carer, teachers should raise this with a member of SLT. The school will contact parents where concerns have arisen to offer further support.
- Throughout the day teachers should monitor class dojo and their emails for correspondence. Teachers should not be calling or responding to class dojo messages outside of their normal working hours. All parent carers' emails should come through the school enquiry e-mail account and will be forwarded to teachers accordingly. Teachers should respond via the school admin team using the enquiry email if required.
- Any complaints or concerns shared by parent carers or pupils should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL. Concerns to be logged on CPOMS.

Attending virtual meetings with staff, parents/carers, families and pupils:

- Ensure the school dress code is followed.
- When considering location of calls, avoid areas with background noise, ensure privacy for confidentiality reasons, keep camera off or ensure background filter is used to ensure background is neutral.

Teaching assistants

When assisting with remote learning, teaching assistants must be available 8.50am – 3.15pm during normal working days. During this time, they are expected to check work emails.

If Teaching Assistants are unable to work for any reason during this time, for example due to sickness or whilst caring for a dependent, they should report this using the normal absence procedure. If the school office phone is unavailable an email to enquiry@hallmoor.fet.ac should be sent instead.

During the school day, teaching assistants must complete tasks as directed by the class teacher, and the Senior Leadership Team. Under the guidance of the class teacher, teaching assistants are responsible for:

- Supporting families and pupils with learning remotely. The support provided for a pupil or group of pupils will be discussed by the class teacher and the teaching assistant.
- Supporting the class teacher with the creation of (or adapting of) learning resources
- Attending virtual meetings, where appropriate

- Making additional contact calls to support families with learning tasks, behaviour or wellbeing (such as encouraging reluctant learners to engage, promoting positive lifestyle choices around exercise, screen time and diet), if required

Pupils and parents/carers and Families

Parents/carers and families play a vital role in supporting their child's access to and participation in remote learning**.** Hallmoor School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning may look different for different families in order to suit their individual needs and the needs of their child. We encourage parents and carers to support their children's learning by establishing clear routines, providing an appropriate workspace, and, where possible, supporting pupils with their work while encouraging them to engage fully with the tasks set. Staff will make every effort to ensure that work is set promptly and is realistic to be supported by families.

Where families have been identified as not yet having access to ICT or printing facilities, every effort will be made to either loan a device to enable the child to access online learning or provide printed paper-based learning resources delivered to the home as an alternative.

Staff can expect parents, carers and pupils to:

- Seek support from the school when required
- Inform teachers if they are unable to complete assigned work
- Notify the school if a pupil is unwell or otherwise unable to engage with learning, so that appropriate alternatives can be offered
- Act in accordance with the Home–School Agreement

Local Academy Council

The Local Academy Council is responsible for:

- Monitoring the school's approach to remote learning to ensure that the quality of education remains as high as possible
- Ensuring that staff are confident that remote learning systems are appropriately secure

Data protection

Accessing personal data

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

- Use BROMCOM
- Use laptops or devices provided by the school which are password protected

- All staff have access to secure sites e.g. Microsoft programmes (Email, SharePoint, Teams) and CPOMS.
- Some staff have use of work phones

Processing personal data

- Staff members may need to collect and/or share personal data as part of remote learning arrangements. Staff must not use personal email addresses to contact parents or carers; all email communication should be made via enquiry@hallmoor.fet.ac with the support of the administrative team.
- If staff are required to contact parents/carers by telephone when not on the school site, they must ensure their personal telephone number is withheld. Where personal devices are used, dialling *141* prior to the number will ensure the caller's number remains anonymous.
- Staff are reminded to work in accordance with the Trust's and School's data protection policies and procedures

Keeping Devices Secure

All staff members are expected to take appropriate steps to ensure that school-issued devices remain secure. This includes, but is not limited to:

- Keeping devices password-protected
- Not sharing login details with others
- Ensuring devices automatically lock when left inactive
- Making sure devices have all required software updates installed

Safeguarding

During any period of remote learning, the school's Safeguarding Policy and any associated addendums remain in full effect. These policies are available on the school website. Staff will continue to report any safeguarding concerns via CPOMS, which will be reviewed and addressed by the safeguarding team

Monitoring Arrangements

This policy will be reviewed as required, in line with any updates to remote learning provision. At each review, the policy will be approved by the Headteacher and the Local Academy Council.

Links with Other Policies

This policy is linked to our:

- Safeguarding Policy
- Attendance Policy
- Data Protection Policy and Privacy Notices
- Home–School Agreement
- ICT and Internet Acceptable Use Policy
- Behaviour Policy
- Online Safety Policy