



# Remote Education Policy

FROM SEPTEMBER 2023

**Aquinas Church of England Education Trust**





Policy control			
<b>Title</b>		Remote Education	
<b>Responsibility</b>		Education Directors	
<b>Review body</b>		Education Scrutiny Committee	
<b>Suite</b>		Education	
<b>Approval date</b>		September 2023	
<b>Review date</b>		September 2025	
<b>Version</b>		V1.1	
Version	Date	Author	Note of revisions
V1	01/07/23	BBL	Substantial updates [SB]
V1.1	04/03/24	MCR	Updates



# Remote Education

## Overview

### [Statement of intent](#)

1. **[UPDATED]** [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Resources](#)
4. [Systems and technology](#)
5. **[UPDATED]** [Safeguarding](#)
6. [Data protection](#)
7. [Pupil conduct](#)
8. [Staff conduct](#)
9. [Pupils with SEND](#)
10. [Online safety](#)
11. [Marking and feedback](#)
12. [Health and safety](#)
13. [Attendance and absence](#)
14. [Communication](#)
15. [Monitoring and review](#)

## Statement of Intent

**AQUINAS Church of England Education Trust (and its academies) [The Trust]** understands the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all pupils have the provisions required to take part in live online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.



## 1. [UPDATED] Legal framework

[UPDATED] This policy has due regard to all relevant legislation, guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2023) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- [UPDATED] DfE (2023) 'Keeping children safe in education 2023'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'

This policy operates in conjunction with the following Trust policies:

- [Accessibility Policy](#)
- Attendance Policy
- Behaviour Management Policy
- [Children Missing Education Policy](#)
- [Curriculum Policy](#)
- Cyber-security Policy
- [Data Protection and Biometric Information Policy](#)
- [Health and Safety Policy](#)
- Home Visit Risk Assessment
- Online Safety Policy
- [Management and Retention of Records Policy](#)
- [Parental Code of Conduct](#)
- [Safeguarding and Child Protection Policy](#)
- [Special Educational Needs and Disabilities \(SEND\) Policy](#)
- [Staff Code of Conduct](#)
- Teaching, Learning and Assessment Policy

## 2. [UPDATED] Roles and responsibilities

The Trustees have delegated the responsibility for Remote Education and its implementation to the **Executive Headteacher**, **Headteacher** and **Head of School** (hereafter referred to as the **Headteacher**) of the Academy.



The **Trust Board** is responsible for:

- Approving and monitoring this policy.

The **Headteacher** is responsible for:

- Evaluating the effectiveness of the academy's remote learning arrangements.
- Ensuring that online safety training for staff is integrated, aligned, and considered as part of the academy's overarching safeguarding approach.
- Deciding whether information regarding the academy's remote education offering should be published on the academy's website.
- Ensuring staff, parents and pupils always adhere to the relevant policies.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the academy has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on a **biennial** basis in conjunction with the governing board and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require so they can support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting **termly (three times a year)** reviews of the live online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

**Staff members** are responsible for:

- Always adhering to this policy when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the **Designated Safeguarding Lead** and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on academy-owned equipment used for remote education to the ICT manager.
- Always adhering to the [Staff Code of Conduct](#).
- Reporting any health and safety incidents to the **Health and Safety Officer** and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the **Headteacher**.

The **SENCO** is responsible for:



- Liaising with the **ICT Manager** to ensure the technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with Education and Health Care (EHC) plans continue to have their needs met during periods of remote education, and liaising with the **Headteacher** and other organisations to make any alternate arrangements for pupils with EHC plans and Individual Healthcare Plans (IHPs).
- Identifying the level of support or intervention that is required while pupils with SEND receive remote education.
- Ensuring the remote education provision put in place for pupils with SEND is monitored for its effectiveness.
- Liaising with the **Headteacher** and Local Authority in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The **Designated Safeguarding Lead (DSL)** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the **ICT Manager** to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that Child Protection Plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The **Data Protection Officer (DPO)** is responsible for:

- Overseeing that all academy-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The **Health and Safety Officer** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the **Headteacher**.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.



- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The **Chief Financial Officer (CFO)/Business Manager** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the academy has adequate insurance to cover all remote working arrangements.

The **ICT Manager** is responsible for:

- Ensuring that all academy-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support many users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the **SENCO** to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

**Parents** are responsible for:

- Always adhering to this policy during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the academy as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with the terms set out in '[Attendance and absence](#)' section of this policy.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- **[NEW]** Adhering to the [Parental Code of Conduct](#) at all times.

Pupils will be responsible for:

- Always adhering to this policy during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Always adhering to the Behaviour Management Policy.



### 3. Resources

#### Learning materials

The academy will utilise a range of different teaching methods when delivering remote education. To provide remote learning, the academy may make use of the following:

- Printed resources, e.g. workbooks and textbooks
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

The academy will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

The arrangements for any 'live' classes, e.g., webinars, will be sent via **academy Communications** no later than **one day** before the allotted time and kept to a reasonable length of no more than **one hour** per session.

Where remote education is needed, the academy will ensure that it is equivalent in length to the core teaching pupils would receive in school and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

**In our primary academies**, remote education will be provided for **no less than one hour** a day on average across the cohort for KS1 and KS2 with less for younger children. **This time also allows for a safeguarding check.**

**In our secondary academies**, remote education will be provided for **no less than two hours** a day for pupils in KS3, KS4 and KS5. **This time also allows for a safeguarding check.**

When setting remote education work, the academy will consider the pupil's age, stage of development and any SEND. The academy will also consider where this would likely require significant levels of support from parents, e.g., younger pupils or pupils with SEND who likely need parental involvement to facilitate engagement with remote education.

The academy recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity, e.g., live classes with questioning, eliciting and reflective discussion, to the best of their ability.





Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The academy will review the resources pupils have access to and adapt learning to account for this.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from the **academy office**.

**Teaching staff** will liaise with the **SENCO** and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The **SENCO** will arrange additional support for pupils with SEND in line with the individual's needs.

**Teaching staff** will implement more individualised planning, in liaison with the **SENCO**, for pupils with SEND where appropriate – the **SENCO** will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the academy agrees to provide or loan equipment, e.g. laptops.

**For pupils who cannot access digital devices at home, the academy will, where possible, apply for technology support through the Trust Board.**

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The **ICT Manager** is not responsible for providing technical support for equipment that is not owned by the academy.

**Teaching staff** will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with '[marking and feedback](#)' section of this policy.

### **Food provision**

The academy will signpost parents via **academy communications** towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

The academy will work with their catering team and/or food provider to ensure good quality lunch parcels are provided to pupils eligible for FSM who are accessing remote education until they are able to attend school.

### **Costs and expenses**

The academy will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The academy will not reimburse any costs for travel between pupils' homes and the academy premises, or childcare costs.



If a pupil is provided with academy-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

#### 4. Systems and technology

Academies will only utilise software for live online lessons from a source approved by the Trust e.g. Microsoft Teams. The **Trust** will refer to government-approved resources, e.g. from the [National Cyber Security Centre \(NCSC\)](#) and from the [South West Grid for Learning](#), when selecting providers.

**Teachers** will review the DfE's list of [online education resources](#) and utilise these resources as necessary.

To prevent the misuse of remote education software, **staff** will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.
- Ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.
- Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.
- Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online lesson.
- Ensure all pupils due to attend live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure they do not fall behind their peers who do have access.
- Ensure streaming and online chat functions are disabled for pupils.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, **teachers** will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, **teachers** will consider using video demonstrations accompanied by supporting explanation. Pupils will be encouraged to take regular physical exercise to maintain fitness.

#### 5. [UPDATED] Safeguarding

This section of the policy will be enacted in conjunction with the academy's [Safeguarding and Child Protection Policy](#), which has been updated to include safeguarding procedures in relation to the potential need for remote education.

All teaching staff will be made aware that the procedures set out in the [Staff Code of Conduct](#) always apply during the delivery of remote education.

**[NEW]** Regular communications with parents will be used to reinforce the importance of keeping pupils safe online. Parents will be made aware of the systems the school uses to



filter and monitor online use, as well as what their children are being asked to do during remote education, included:

- The sites that they will be accessing.

The **DSL** will arrange for regular contact to be made with vulnerable pupils during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using academy phones where possible.

All contact with vulnerable pupils will be recorded on the academy's **online safeguarding system** and suitably stored in line with the [Management and Retention of Records Policy](#).

The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

All home visits will:

- Have at least **one** suitably trained individual present.
- Be undertaken by no fewer than **two** members of staff.
- Be suitably recorded on paper and the records stored so that the **DSL** has access to them. **Summaries should be made on the academy's online safeguarding system.**
- Actively involve the pupil.
- Only take place following the completion of a **Home Visit Risk Assessment**.

Vulnerable pupils will be provided with a means of contacting the **DSL**, their deputy, or any other relevant member of staff – this arrangement will be set up by the **DSL** prior to the period of remote learning.

The **DSL** will meet, in person or remotely, with the relevant members of staff **termly (six times a year)** to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

**All members of staff** will report any safeguarding concerns to the **DSL** immediately. Pupils and their parents will be encouraged to contact the **DSL** if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The academy will also signpost families to the practical support that is available for reporting these concerns.

**Staff** will always have due regard for the academy's [Safeguarding and Child Protection Policy](#) during remote education, e.g. whilst conducting live online lessons.

The planning of live lessons will always be carried out in conjunction with the academy's **DSL**.

The academy will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.



Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.

Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via [academy communications](#). Pupils will be provided with the contact details of the **DSL** to report any concerns.

**Staff** will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

**Support staff** will be on hand to supervise and handle any sudden changes or developments, such as disputes between pupils, that may occur during the live online lesson.

**Staff** will uphold their safeguarding obligations and will report any incidents or potential concerns to the **DSL** in line with the academy's [Safeguarding and Child Protection Policy](#).

The academy will ensure that parents know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the staff pupils will interact with online.

The academy will communicate the importance of online safety to parents and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The academy will inform parents of the [government-approved resources](#) on child online safety to support parents further.

## 6. Data protection

**Staff** will always have due regard for the Trust [Data Protection and Biometric Information Policy](#) whilst conducting live online lessons.

The academy will obtain consent from parents to conduct any live online lessons via [letter](#).

The academy will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and pupils via [or academy communications](#).

The academy will obtain consent from parents if any images or identifying information about any pupil may be used during the live online lesson, e.g. by using video conferencing, via [letter](#).

The academy will provide pupils with a academy email address and login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by pupils.

Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson.



Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of pupils instead of full names.

When recording a live lesson is necessary, prior permission will be acquired from parents in writing via **letter** and all members of the live lesson will be notified before the lesson commences via **academy communications**, and again once they have joined the live online lesson before recording commences.

## 7. Pupil conduct

The academy will provide pupils with a copy of the **Pupil Code of Conduct** to ensure they understand their responsibilities with regards to conduct during live online lessons.

The academy will ensure that pupils sign and return the **Technology Acceptable Use Agreement for Pupils** prior to taking part in live online lessons.

Pupils will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background.

Pupils will be reminded not to record live online lessons on their devices.

Pupils will not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

Pupils will always adhere to the academy's **Behaviour Management Policy** during live online lessons, as they would during a normal school day.

The academy will ensure that any pupils who breach the code of conduct will be disciplined in line with the academy's **Behaviour Management Policy**.

## 8. Staff conduct

Staff will follow the requirements set out in the **Staff Code of Conduct** and will ensure they understand their responsibilities regarding conduct during live online lessons.

The academy will ensure that staff read, sign, and return the **Technology Acceptable Use Agreement for Staff** prior to commencing live online lessons.

Staff will only use academy-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.

Staff will only use academy-owned devices for conducting live online lessons, where possible.

Staff will not share personal information whilst conducting live online lessons.

Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.



Staff will communicate with pupils within academy hours as far as possible, or within hours agreed with the academy to suit the needs of staff.

Staff will only communicate and conduct live online lessons through channels approved by the **Trust**.

Staff will not commence online lessons until at least **two other people** are in the live lesson 'room', and not without confirmation that **at least one other colleague** is aware that the live online lesson is taking place.

Staff will keep a log of what happens during live online lessons, e.g. behavioural issues, or technical glitches, and ensure it is properly documented in line with the [Management and Retention of Records Policy](#).

## 9. Pupils with SEND

The academy will ensure pupils with SEND receive any additional support with live online lessons where needed, e.g. from an additional member of staff within the live online lesson via phone call.

Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live online lessons.

**Senior Leaders, SENCO** and relevant **teacher** will consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND.

The academy will ensure that the appropriate curriculum, teaching, and support will be available to pupils with SEND to ensure they continue to learn effectively. Additional measures will be considered for pupils with SEND to mitigate the risk of pupils falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

The academy will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

## 10. Online safety

This section of the policy will be enacted in conjunction with the academy's **Online Safety Policy**.

Where possible, all interactions will be textual and public.

**All staff and pupils** using video or audio communication will:

- For video communication, wear suitable clothing – this includes others in their household.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.



- Always remain aware that they are visible.

The academy will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the **Headteacher**, in collaboration with the **SENCO**.

Pupils not using devices or software as intended will be disciplined in line with the **Behaviour Management Policy**.

The academy will consult with parents at least **two weeks** prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The academy will communicate to parents via **or academy communications** about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

The academy will ensure that all academy-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The academy will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

During the period of remote learning, the academy will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The academy will not be responsible for providing access to the internet off the academy premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the academy.

## **11. Marking and feedback**

All schoolwork completed through remote learning will be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the **Teaching, Learning and Assessment Policy**.
- Returned to the pupil, once marked, by an agreed date.



Pupils and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the academy's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The academy will also consider alternative options where appropriate, e.g. drop-off points at the academy.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via **academy communications** if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the **Headteacher** as soon as possible. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the **SENCO** as soon as possible.

The academy will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

The academy will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via **telephone**.

The academy will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

## **12. Health and safety**

This section of the policy will be enacted in conjunction with the Trust **[Health and Safety Policy](#)**.

**Teaching staff** and the **ICT Manager** will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a **five-minute** screen break every **two hours**. Screen break frequency will be adjusted to **five minutes** every **hour** for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.





### 13. Attendance and absence

The academy will not view remote education as an equal alternative to on-site attendance and will only consider remote education as a last resort when the alternative would be no education.

Circumstances where remote education will be considered will fit into the following two categories:

- Academy closures or restrictions on attendance, where academy access for pupils is restricted.
- Individual cases where a pupil is unable to attend school but can learn.

The academy will continue to record pupil attendance and absence in the register in line with the education regulations and [attendance guidance](#), using the most appropriate code, and in line with the academy's **Attendance Policy**.

Typically, pupils will be present for remote learning by **9:00am** and cease their remote learning at **3:30pm** from **Monday** to **Friday**, except for breaks and lunchtimes.

The academy will provide at least:

- **One morning break at least 15 minutes in length.**
- **One lunchtime at least 45 minutes in length.**
- **One afternoon break at least 15 minutes in length.**

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents should inform their child's academy in line with the **Attendance Policy**.

The academy will monitor absence and lateness in line with the **Attendance Policy**.

For individual cases where a pupil is unable to attend school but can partake in remote education, the academy will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the pupil back to school. Remote education will only be provided when it is judged that its provision will not adversely affect the pupil's return to school.

#### **Academy closures and attendance restrictions**

The academy will ensure that every effort is made to ensure pupils can be taught in person where possible.

The academy will explore all options to ensure the academy can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the academy will consider providing remote education.



The academy will ensure that it has a plan in place outlining remote education procedures for teachers, parents, and pupils. The DfE's [emergency planning guidance](#) will be consulted in the event of academy closures or attendance restrictions.

## 14. Communication

The academy will ensure adequate channels of communication are arranged in the event of an emergency. The academy will communicate with parents via **academy communications** and the **academy website** about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via academy email addresses.

The **Headteacher** will communicate with staff as soon as possible via **email** about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The academy understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during academy hours.

Members of staff will have contact with their line manager **once** per **week**.

As much as possible, all communication with pupils and their parents will take place within the academy hours outlined in the '[Attendance and absence](#)' section.

Pupils will have verbal contact with a member of teaching staff at least **once** per **day** via **online learning or telephone, if necessary**.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The academy will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The **Headteacher** will review the effectiveness of communication on a **termly (six times per year)** basis and ensure measures are put in place to address gaps or weaknesses in communication.

## 15. Monitoring and review

The **Headteacher**, **SENCO** and **DSL** will review the measures outlined in this policy **annually** to ensure it reflects the most up-to-date circumstances of the academy's online learning provision.

This policy is reviewed on a **biennial** basis by the **Education Scrutiny Committee** and **Chief Executive**. Monitoring is conducted through the Trust's programme of quality assurance and



that undertaken by the individual Academy. Changes to this policy are communicated to relevant stakeholders.

The next scheduled review date for this policy is September 2025.