

Remote Education Policy			
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1. Aims

This remote learning policy for 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 data protection.

Given the wide learning needs, ages and home circumstances of our young people we aim to provide a very bespoke individualised approach to remote learning. We aim for all young people

not in school to participate in some form of home learning, however different approaches will be employed within and between classes to best match circumstance.

After more than 1 day closure, we would switch to remote learning from the second day.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.40 – 3.10 on their normal teaching days.

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 to absences@greatoaks.school using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work

- For their class groups and subject groups
- Literacy and numeracy weekly, as appropriate
- Foundation subjects as appropriate as per needs
- Weekly, depending, on need
- Work should be uploaded – as appropriate onto class dojo or shared via zoom lessons
- Co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Developmental work that reflects an 'Impacts' based approach that has been agreed individually with families.
- Work provided can be a mixture of both online and home learning packs. Individual packs will be posted to families to ensure all students can access this.

Providing feedback on work:

- Access to completed work from pupils- either via Class Dojo, or via work completed and brought back into school/ or collected by staff
- Share feedback with pupils/parents as appropriate via Class Dojo / phone calls/ emails
- Record feedback on Earwig as appropriate

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

- Weekly contact via class dojo or by phone
- Reply to class dojo/emails/make phone calls within school hours
- Share concerns/ complaints via Pathway managers and LMT

Attending virtual meetings with staff, parents and students:

- Please follow the staff code of conduct when meeting virtually with parents/ carers/ external professionals

- Please ask for support from LMT with meetings as needed
- If teachers are working on a full-time timetable in school, meetings will be covered by teachers working from home, pathways managers and senior managers as appropriate.
- If teachers are working on a reduced timetable parent/professionals meetings can be held in directed time
- Teachers will need to provide remote learning as appropriate for the students not in school

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.40 – 3.10

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 teachers in providing packs of work for students not in school
- Supporting students in school who may join the remote learning sessions e.g. on Zoom
- Working in school teaching assistants may be working with unfamiliar groups of students – please make sure that they have read class profiles and are familiar with levels of work and SEN need.

2.3 Curriculum leads

Alongside their teaching responsibilities, curriculum leads are responsible for:

- Aspects of the subject curriculum that need to be changed to accommodate remote learning, in particular providing resources to meet the whole school weekly themes
- Working with teachers, 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

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, ensuring that all pupils are able to access learning
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders and reviewing work set seeking feedback from students and parents / carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Contacting parents and outside agencies as needed

- Updating all policies, procedures and risk assessments as needed
- Liaise with the local authority in identifying vulnerable students

2.5 Designated safeguarding lead

The DSL and safeguarding team are responsible for:

- Ensuring that all safeguarding / child protection are managed following school policy and procedure, including use of and response to CPOMS
- Updating school policy and procedures in line with SCC and national policy
- Ensuring that all staff are aware of any changes in policy

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting teachers and parents/ carers, as needed, with accessing the internet or devices.

2.7 Pupils and parents

The following expectations:

- Be contactable during the school day – ensuring that parents are aware of the times of online learning opportunities offered
- Seek help if they need it, from teachers or teaching assistants
- Families to alert teachers if students are unable to engage in remote learning online
- Staff can expect parents with children learning remotely to:
 - Make the school aware if their child is sick or otherwise can't complete work
 - Be aware of when their child is online and engaged in on-line learning, ensuring that the child is awake, dressed and ready to take part
 - Seek help from the school if they need it to discuss alternatives to the work or provision set.
 - Be respectful when making any complaints or concerns known to staff
 - Parents to contact their teacher to seek support if they are struggling to assist their child with home learning and if behavioural or wellbeing issues are arising.

2.8 Governing board

The governing board is responsible for:

- Monitoring the 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

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the Pathways lead
- Issues with behaviour – talk to the Pathways lead
- Issues with IT – talk to IT staff/ Pathways lead
- Issues with their own workload or wellbeing – talk to LMT
- Concerns about data protection – talk to LMT
- Concerns about safeguarding – talk to the DSL/ DSL Team and report via CPOMs

4. Data protection

4.1 Accessing personal data

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

- Use school systems to access data – Earwig, CPOMs, Class Dojo
- Use school laptops to access the data

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent email addresses/ phone numbers / class dojo 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.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. If in doubt, staff should contact our IT helpdesk for support.

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
- If using personal phones to hide caller ID

5. Safeguarding

All staff must follow safeguarding policies (available on SharePoint). Policies will be updated in line with local and national guidance, and staff will be notified of any changes.

6. Access for Vulnerable Pupils:

Support for Vulnerable Pupils During Remote Learning

The school is committed to ensuring that vulnerable pupils, including those with Special Educational Needs (SEN), those with a history of mental health difficulties, or pupils from disadvantaged backgrounds, have equitable access to remote learning. In order to facilitate this, the school will:

Identify Vulnerable Pupils: The school will liaise with the local authority, safeguarding teams, and relevant external agencies to identify vulnerable students who may need additional support during remote learning. This includes those with SEN, children in need, children with a social worker, and those in receipt of Free School Meals (FSM).

Tailor Learning Approaches: Individualised learning plans will be developed for vulnerable students, ensuring that both academic and emotional support needs are met. For example, students with SEN will receive work tailored to their level of ability, and additional resources (e.g., learning support assistants, simplified materials, or alternative learning platforms) will be provided where necessary.

Provide access to Devices and Internet: The school will ensure that vulnerable pupils have access to the necessary devices (laptops, tablets, etc.) and internet connectivity. Where required, devices and internet dongles will be provided by the school or through partnerships with local services to ensure no student is left behind due to a lack of resources.

Monitor regularly: Vulnerable pupils will be monitored regularly through weekly check-ins with teaching staff, safeguarding leads, and any external agencies involved. This will include wellbeing check-ins alongside academic progress to ensure that the holistic needs of each child are being met during remote learning.

Signpost to Support Services: Referrals to support services such as educational psychologists, social workers, and external counselling services will be made available to students who need them. Vulnerable students will also have access to a member of staff they can contact if they feel their wellbeing is at risk.

Promote Inclusion and Engagement: Efforts will be made to ensure that vulnerable pupils remain engaged in their learning. The school will encourage the use of differentiated materials and provide opportunities for live or recorded sessions where students can interact with their peers and teachers, helping to maintain their social connections.

7. Wellbeing and Mental Health Support:

Supporting Wellbeing and Mental Health During Remote Learning

The school recognises the impact that remote learning may have on the mental health and wellbeing of students. To ensure that students remain supported during this period, the following measures will be put in place:

Access to Wellbeing Services: Students and families will have access to wellbeing resources through the school, including referral pathways to mental health professionals. This will include signposting to counselling services, therapeutic support, and external mental health organisations that can offer additional support during remote learning.

Regular Wellbeing Check-ins: Teachers and pastoral staff will conduct regular wellbeing check-ins with students. These check-ins will focus not only on academic progress but also on the emotional and mental health needs of students. Where necessary, these check-ins will be extended to parents, particularly where students may be showing signs of stress, anxiety, or disengagement from learning.

Mental Health First Aid Training for Staff: Teachers and other staff will receive ongoing training in mental health first aid, ensuring they can identify early signs of mental health issues in students. This training will empower staff to respond appropriately and refer students to the appropriate support mechanisms as needed.

Creating a Safe Online Environment: The school will ensure that remote learning sessions are conducted in a safe and supportive environment. This includes clear guidance on acceptable behaviour during online lessons, ensuring that all students feel comfortable participating without fear of harassment or bullying.

Promoting Positive Mental Health: The school will promote mental health awareness through structured lessons, discussions, and activities that encourage open dialogue around mental health. Students will be encouraged to share their feelings and concerns, and resources will be provided to help them cope with any challenges they may face during remote learning.

Communication Channels for Students: Clear communication channels will be established for students to seek support when needed. This includes access to pastoral staff, safeguarding leads, or designated wellbeing staff who are available to talk to students about any personal difficulties they may be experiencing. All students will be made aware of these channels at the beginning of remote learning, and staff will regularly remind them of their availability.

Parent Support: Parents will be provided with resources and guidance on supporting their child's mental health during remote learning. This could include tips on managing screen time, creating a positive learning environment at home, and recognising the signs of mental health distress in children.

8. Monitoring arrangements

This policy will be reviewed every 12 months by the Deputy Headteacher. At every review, it will be approved by the full governing board.

9. Links with other policies

This policy is linked to our:

- Behaviour policy

- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Staff Code of Conduct
- Curriculum Policy