Remote Learning Offer and Policy

Document Control

Version Number	3
Effective date	March 2025
Document Owner	Stephanie Smith
Review Cycle	Annually
Ratification	Stephanie Smith
Date of Next review	March 2026
Related Policies	
Related Documents	

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1 Plans

1.1 Plans

∞ In the event of a lockdown, (partial or full) pupils need to access work that follows the school curriculum.

∞ Teachers will plan for and provide for pupils using Teams and other appropriate online platforms. This will allow pupils to continue with effective learning that follows the curriculum whether in school or at home.

> **The DFE states:**
> Where needed, Remote Learning is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

∞ Teachers are expected to provide regular assessment opportunities, including frequent retrieval practice**.**

∞ Pupils are expected to be available to access lessons as per normal their normal timetable.

∞ Pupils need to be appropriately dressed and in an appropriate space at home.

We have planned for three scenarios in which a form of remote education may be required:

∞ **Staff self-isolation –** teachers will deliver lessons remotely from home via Teams.

∞ **Staff illness –** teachers will provide cover work/online lessons such as Oak Academy.

∞ **Pupils self-isolation –** pupils will receive invites to attend lessons via Teams from home where appropriate.   Alternately, teachers will provide work for pupils via email, Teams or send hard copies if requested. The work will include links to live teaching sessions which may include Oak Academy.

∞ **Whole bubble isolation -** pupils will receive invites for lessons to be accessed at home. Teachers will either be at home, in the event of self-isolation or onsite delivering from classrooms.

	Staff Self Isolation	**Staff Illness**	**Pupil Self Isolation**	**Whole Bubble Isolation**
What and who starts the process?	Admin receives notification staff absence.	Admin receives notification of staff absence.	Admin receives notification that pupil will be absent and reasons why.	Head of School decides on bubble/group isolation in consultation with PHE.
Who is it passed to for implementation?	SLT	SLT	Class teachers, with SLT oversight	Class teachers with SLT oversight.
How is the work set?	a. Remote lessons via Teams: Cover staff invited to a Teams meeting by the absent teacher so they can remotely teach the lesson from home. Pupils not in school are also invited to the meeting via Teams if appropriate. b. Work set and resource requirements sent to support staff covering so that they can prepare and deliver the lesson in the teacher's absence.	Teacher or SLT provides work for cover/support staff and resources are uploaded or posted for any pupils not in school.	Live lessons via Teams: Absent pupils are invited by teacher to join the lesson from home. Resources from the lesson are uploaded for pupils working at home to access (and for pupils unable to join the lesson live). Or resources are printed and posted to pupil as preferred.	Live lessons via Teams if appropriate: All pupils in the class are invited by teacher to join the lesson from home. If the usual class teacher is unavailable, the SLT team or HLTA will set work via Teams. b. work sent via email with links to live lessons eg Oak Academy
How is work monitored?	Class teacher and cover staff jointly.	Cover staff pass on issues to SLT.	Class teacher with oversight from curriculum lead and SLT.	Class teacher with oversight from curriculum lead and SLT.

2 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 and safeguarding

We recognise that some pupils with SEND may not be able to access remote education without adult support and we will work with families to deliver a broad and ambitious curriculum, and that teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school or college. Settings should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, such as online teaching and remote sessions with different types of therapists. These decisions should be considered on a case-by-case basis, avoiding a one size fits all approach. (DFE 10 December 2020)

When teaching children remotely the government expects schools to:

- ∞ Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. – *The curriculum at The Cavendish School promotes the school values and mission of enabling-the-self for every child and ensures their individual EHCP targets and aspirations are met. Teachers plan creative and engaging lessons which may include activity packs, messy play, outdoor projects, physical challenges alongside online learning activities.*
- ∞ Set work that is of equivalent length to the core teaching pupils would receive in school. *Our pupils access learning in different ways to mainstream schools, hence the need for specialist provision and therefore there is a higher level of support required and so length of learning is agreed in liaison with the individual family.*
- ∞ Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos. *School staff will communicate clearly with home in regards to learning ensuring expectations are appropriate and clear.*
- ∞ Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern. *School staff will maintain contact with home to ensure learning is appropriate and engaging to:*
    - gauge how well pupils are progressing through the curriculum using questions and other suitable tasks and provide feedback at least weekly, using digitally facilitated individual or whole class feedback where appropriate
    -enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments
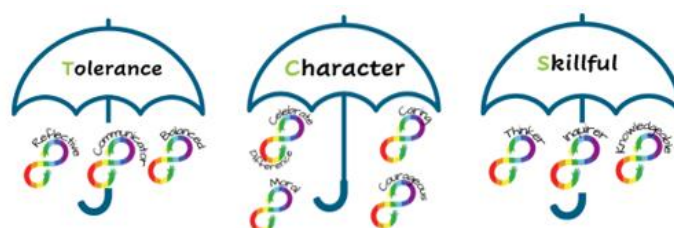
3   Roles and Responsibilities

3.1   Teachers

When providing remote learning, teachers must be available between 8.30am and 2:35pm

If they are unavailable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the usual absence procedure. ie call school and leave a message to report the reason they are unavailable for work during this time.

When providing remote learning, teachers are responsible for;

- ∞ Setting work for all children in their class
- ∞ Work should be communicated/shared by email or Teams. Hard copies of work can be provided by emailing to admin and requesting that it be posted out to the child's home address.
- ∞ Arranging with parents/carers/pupil how they will get access to completed work.
- ∞ Providing feedback on work at least twice weekly. This can be done via email, Teams or telephone.
- ∞ Keeping in touch with pupils who aren't in school and their parents/carers including at least one telephone call per week. Additional contact may be made using email or Teams. Records of contact should be made on CPOMS. Teachers may use their own personal phones to do this if they wish. They must anonymise the call number. Alternately, there are some school mobile phones available and several landlines which teachers can use if they are in school.
- ∞ Responding to emails from parents/carers during usual working hours. This may be outside the hours they should be available for work (8:30 and 2:35) but at a time to suit the individual teacher. There is no expectation that teachers should respond to emails during weekends, holidays or at times outside of a reasonable working day. Teachers are encouraged to add a message explaining this to the signature on their emails. This contact should be recorded on CPOMS
- ∞ If a parent/carer/pupil raises any concerns, including safeguarding, teachers should record it on CPOMS and make the appropriate member of SLT aware.
- ∞ Attending virtual meetings with staff, parents/carers and pupils as appropriate. Teachers should ensure that they select the location carefully so that the background is neutral with nothing inappropriate in the background eg family photographs. Teams provides a selection of virtual backgrounds which can be used.
- ∞ Teachers may also be working in school. If this is the case, work can be shared either before, during or after the school day as appropriate. Support staff may be able to support with this.

3.2   Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 9.00am and 3.00pm

If they are unavailable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the usual absence procedure. ie call school and leave a message to report the reason they are available for work during this time.

When assisting with remote learning, teaching assistants are responsible for

- ∞ Supporting pupils who aren't in school with learning remotely as directed by the teacher.
- ∞ Attend virtual meetings with teachers, parents/carers, pupils as required.
- ∞ Supporting with the creation of resources as directed by the teacher
- ∞ Leading of interventions such as their training allows.

3.3   Curriculum leaders

Alongside their teaching responsibilities, phase leaders are responsible for

∞ Considering whether any aspects of the curriculum need to change to accommodate remote learning

- ∞ Working with teachers in their phase to make sure all work set is appropriate and consistent
- ∞ Work with senior leaders to make sure work set remotely is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- ∞ Monitor the remote work set by teachers through regular virtual meetings, reviewing work set, checking CPOMS
- ∞ Alerting teachers to resources they can use to teach remotely

3.4   Senior Leaders

Senior leaders are responsible for;

- ∞ Co-ordinating the remote learning approach across the school. Our Assistant Heads for Curriculum, Assessment and Learning and Preparing for Adulthood, Careers and Qualifications have a lead role in this as curriculum leads.
- ∞ Monitor the effectiveness of remote learning through regular meetings with teachers and curriculum leaders, reviewing work set, asking for feedback from pupils and parents/carers
- ∞ Monitor the access to remote learning systems by individual pupils
- ∞ Monitor the security of remote learning systems, including data protection and safeguarding considerations
- ∞ Ensuring that assessments and EHCP review reports are completed by the deadlines set.

3.5   Designated and Safeguarding Lead

The DSL is a member of the Academy's Senior Leadership Team and is responsible for;

- ∞ Ensuring an open and efficient route for staff to bring concerns of any sort while working from home or school continue to ensure staff can access cpoms (including remotely) and monitor and respond to any concerns raised
- ∞ Ensuring staff are appropriately trained to carry out their safeguarding duties while facilitating remote learning including the induction of new staff
- ∞ Ensuring the School procedures are followed and adhered to with regard to referring a child if there are concerns about possible abuse
- ∞ Giving clear advice and support to staff bringing concerns
- ∞ Referring without delay any child believed to be at risk of harm
- ∞ Gathering, collating and analysing as appropriate all relevant information regarding the wellbeing of pupils accessing learning remotely
- ∞ Supporting teachers with contacting the parents/carers of any pupils who are not engaging with their remote education offer
- ∞ Continue to work with and support Social Care staff to help protect vulnerable children. The Designated Safeguarding Lead should ensure continued communication with multi-agency partners as appropriate in a timely manner.
- ∞ Ensure staff are aware of the measures which must be taken to safeguard pupils when accessing virtual and online learning
- ∞ To ensure vulnerable children are encouraged to access school. If parents do not want them to attend parents must inform school and relevant social care workers should be informed.

3.6   IT Department

The IT department is responsible for;

- ∞ Fixing issues with systems used to set and collect work
- ∞ Helping staff, pupils and parents/carers 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 pupils and parents/carers with accessing the internet or devices

3.7   Pupils and Parents/Carers

Teachers can expect pupils learning remotely to;

- ∞ Be contactable during the school day
- ∞ Complete work set by teachers
- ∞ Let teachers know if they cannot complete the work

Teachers can expect parents with children learning remotely to;

- ∞ Make the school aware if their child is sick or otherwise can't complete the work.
- ∞ Ask the teacher for help if they need it so that they can provide appropriate support eg pointing parents/carers towards resources which may help them
- ∞ Be respectful when making any complaints or concerns known

4   Data Protection

4.1   Accessing personal data

When accessing personal data for home learning purposes, all staff members will;

- ∞ Login to SIMS securely using a school laptop or device.

4.2   Processing personal data

Staff may need to collect and/or share personal data such as email addresses, postal addresses etc 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 will take appropriate steps to ensure their devices remain secure, in line with the ELA GDPR & IT use policy. 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 (eg asterix or currency symbol)
- ∞ Making sure the device locks if inactive for a period of time
- ∞ Not sharing the device among family or friends

5   Safeguarding

Safeguarding arrangements for remote learning are outlined in the Covid-19 risk assessment and Safeguarding policy addendum.

6   Monitoring Arrangements

This policy will be reviewed annually or as deemed appropriate in the current circumstances by the Head of School and SLT.