Hungerhill School: Remote Education Policy

Responsible Committee/Individual	Headteacher
Author	Deputy Headteacher, Quality of Education
Target Audience	All Stakeholders
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Aims of this Policy

This policy aims to

- Ensure consistency in the approach to remote learning for students 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

1. **Introduction**

NB: The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result, the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect.

Attendance is mandatory for all students of compulsory school age. Remote education is not viewed as an equal alternative to attendance in school. Students receiving remoter education will be marked absent in line with the Student Registration Regulations. However, there may be exceptional circumstances where schools should consider providing remote education to students in circumstances when in-person attendance is either not possible or contrary to government guidance.
This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely (e.g. severe weather conditions), or that opening would contradict guidance from local or central government
- national wide strike action of teachers
- occasions when individual students, for a limited duration, are unable to physically attend their school but are able to continue learning, for example students with an infectious illness, students recovering from an injury/operation or students for who their attendance has been affected by SEND or a mental health issue.

The school will consider providing students with remote education on a case-by-case basis.

In these circumstances students should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning. In doing so, school will:

- Gain mutual agreement of remote education by the school, parents/carers, students, and if appropriate, a relevant medical professional. If the student 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 student back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the student back into school at the earliest opportunity
- Set a time limit with an aim that the student returns to in-person education with appropriate support

Remote education will not be used as a justification for sending students home due to misbehaviour. This would count as a suspension, even if the student is asked to access online education while suspended.

2. Roles and Responsibilities

Remote education is much more than setting independent tasks for students. School Leaders will ensure that all learners continue to access the curriculum through quality online and offline resources and teaching resources linked to the curriculum expectations of our school. The platform used to support remote teaching and learning is Microsoft Office 365. Additional online programmes will include the use of GCSE Pod (KS4) and Sparx Maths. Where appropriate students may also be issued with physical copies of resources and may be expected to complete work in their class exercise books.

2.1. Teachers and Leaders

Our commitment is to offer a timetable commensurate with that offered on-site where possible and therefore the expectation is that teachers and leaders are available during the same working hours as they would be on-site. If they're unable to work for any reason during this time, for example due to sickness, caring for a dependent or other activity, such as undertaking industrial action, that prohibits them from undertaking their duties in line with Teachers Pay and Conditions, they should report this using the normal BFLPT absence/reporting procedure.

When providing remote learning, teachers should:

- Provide students 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 for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

- Setting Work.

Where possible, work should be set in line with the on-site timetable. This means a student in Key Stage 3 and 4 should have access to up to 5 hours of work a day. Work provided during periods of remote education should be of a high quality, meaningful and consider the needs of individual students. Work should be available for students by 8:55 for each day where agreed remote education is to be provided. Work will be set via Microsoft 365 – either via direct email using school accounts only or via Class Teams. Work may also be set via GCSE Pod and Sparx Maths.

- Providing feedback on work.

Students can share their completed work via Microsoft Teams or via email using school accounts only. The use of Microsoft Forms is also encouraged to enable students to demonstrate their learning and receive feedback accordingly. Feedback will be provided in line with the school's Assessment and Feedback policy.

- Keeping in touch with students who aren't in school and their parents.

The normal channels of home/school communication remain in place and staff will remain available during working hours. Parents are encouraged to contact respective Heads of Year

if they have any concerns via email or telephone. The school website will remain a central area for all key information to be found. In the case of bespoke remote education plans for individual students, weekly review meetings will be scheduled to review the remote education plans that are in place and to plan the reintegration of students into school.

- Attending virtual meetings with staff, parents and students.

Professional conduct, including appearance, is expected at all times (please refer to staff handbook). In the event of virtual meetings, it is encouraged that these are 'hosted' from the school site. Where this is not possible, the same expectations apply and staff members are expected to apply their professional judgement to ensuring information such as personal addresses/locations are not shared.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants will be expected to continue to carry out their duties within their working hours. 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 vulnerable students who aren't in school with learning remotely. This may include a 'remote check-in' via Teams/email and/or in the event of live lessons, supporting in Class Teams through the use of breakout rooms.
- Attending virtual meetings with teachers, parents and students where applicable and with support from the SENDCo

2.3 Curriculum Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject through regular meetings with subject teachers and the use of insights in Microsoft Teams.
- Alerting teachers to resources they can use to teach their subject remotely and promoting the sharing of good practice through weekly CPD sessions.

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for students by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible.

- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Having systems for checking, ideally on a daily basis, whether students learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

Senior Leaders are also responsible for:

- Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning through frequent drop-ins, meetings with curriculum leaders and obtaining regular feedback from all stakeholders (students, parents, staff, governors)

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead/ Designated Safeguarding Team Member

The DSL/DSTM continues to have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.

2.6 Students and Parents/Carers

Staff can expect students learning remotely to:

- Be contactable during the school day

- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers or teaching assistants

- Alert teachers if they're not able to complete work

- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible

- Make the school aware if their child is sick or otherwise can't complete work for example due to sickness, by reporting using the normal absence procedure.

- Seek help from the school if they need it.

- Be respectful when making any complaints or concerns known to staff

2.7 Local Governing Board

The local 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

2.8 Brighter Futures Learning Partnership Trust

The Trust is responsible for:

- Producing and maintaining policies and procedures in particular Data Protection, Privacy and Staff Code of Conduct (including acceptable use of IT) Policies.

2.9 Brighter Futures Learning Partnership Trust ICT Support:

Trust ICT Support are responsible for:

- Ensuring that IT systems on and off site are maintained, supporting with issues such as fixing issues with systems used to set/collect work and assisting students, parents/carers with accessing the internet or devices.

- Ensuring that IT systems are monitored and report potential safeguarding issues are reported to the DSL.

- Ensuring students are furnished with appropriate logons for systems and a short guide in how to login and complete work.

- Troubleshooting problems with individual staff and students' access to IT Systems where appropriate (including resetting passwords).

- Troubleshooting issues with staff equipment and providing an ICT Support ticket system.

- Working within the Data Protection Act (1998) or DPA and General Data Protection Regulations or GDPR when providing support to ensure that personal data is not breached, including but limited to ensuring that usernames and passwords are only provided to students/parents/guardians once identity is established.

- Logging all data protection or GDPR issues and reporting to the Data Protection Officer (DPO).

3. Who to contact

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

- Issues in setting work – Contact the relevant curriculum leader or SENDCO

- Issues with behaviour – Contact the relevant Head of Year

- Issues with IT – Contact the IT Support

- Issues with their own workload or wellbeing – Contact their line manager or HR

- Concerns about data protection – Contact the data protection officer

- Concerns about safeguarding – Contact the DSL and log on CPOMs

4. Data Protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use their school credentials to access Microsoft Office 365 and remote access.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system or to subscribe to software used to deliver high-quality lessons. 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. 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

5. Safeguarding

Please see Safeguarding and Child Protection policy

6. Monitoring Arrangements

The policy will be reviewed in line with updates to the remote learning expectations as prescribed by the government or annually. At every review, it will be approved by the local governing board/Trust board.

7. Concerns or Complaints

In the first instance, issues or concerns should be raised with the relevant Head of Year or member of the Senior Leadership Team. If concerns remain unresolved, they can be raised in accordance with the school's Complaints Policy.