



LYDIATE
LEARNING
TRUST

Remote Learning Policy (LLT)



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ENGAGE, ENABLE,
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At Lydiate Learning Trust, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual student or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to students’ education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Protect students from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and student data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all students have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

1.2 This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) ‘Keeping children safe in education’
- DfE (2020) ‘School attendance’
- DfE (2017) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Health and safety: responsibilities and duties for schools’
- DfE (2018) ‘Health and safety for school children’
- DfE (2016) ‘Children missing education’

1.3 This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour for Learning Policy
- Accessibility Policy

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- Teaching and Learning Policy
- Curriculum Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- Online Safety/Acceptable Use Agreement Policy
- Staff Code of Conduct

This policy has been written to ensure the ongoing, continuous education for all LLT students under unusual circumstances. It has been compiled as a direct result of the COVID-19 pandemic of 2020 but it provides as a future-proofing against any school closure or interruption to learning. These instances range from isolation due to the pandemic extreme weather, power-loss to individual cases of prolonged absence due to illness (non-exhaustive list). It also covers the ongoing education of students who cannot be in school but are able to continue with their education when the school remains fully open. Situations where the policy may apply include:

- 1) A student who is absent from school for a pre-agreed reason e.g. special sporting activity.
- 2) Student exclusion.
- 3) Student who is unable to attend school due to a period of self-isolation or illness but can still work.
- 4) Extended period of school closure.

This policy does not apply in situations such as:

- A student who absents themselves from school without prior authorisation from the school with or without parental permission e.g. a family holiday taken in term time.
- A parental decision to absent their son/daughter.
- A parental decision to provide home learning.

AIMS

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for students who are not in school.
- Set out expectations for all members of the Trusts school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

We would expect that many of the steps below should already be in place for most staff across Lydiate Learning Trust and we would expect there will be future benefits to putting these plans into place.

Lydiate learning Trust schools will be proactive in ensuring that:

- Staff have access to Microsoft Teams for classes, and that these are set up for use.
- Students within classes have access to the relevant Microsoft Team.
- Students will receive “Teams” refresher sessions.

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- Staff are trained to be familiar with the main functions of Microsoft Teams and are confident to approach a “Teams Champion” for assistance.
- Staff have the ability to host a Teams meeting (video and/or audio) with their classes from their classroom or from home.
- Staff have the ability to engage with Teams to access meetings/CPDL or other relevant school activities as requested.
- Parents and students are made aware in advance of the arrangements in place for the continuity of education.

The Trust Platform

Microsoft Teams is a collaborative platform which allows for contemporary, real-time communication and sharing of resources between teacher and their classes. Every member of Lydiate Learning Trust has been set up on Teams and pre-registered to their classes. There is no expectation for staff or students to broadcast video using Teams although for the teachers this is encouraged and for the student it is controlled by the teacher.

Blended Learning

The following section provides broad expectations to help ensure we all have a shared understanding of what a model of blended learning means for schools across Lydiate Learning Trust.

While the COVID-19 pandemic has changed things our curriculum framework still applies.

During the Recovery Phase, Lydiate Learning Trust schools and settings will be adapting their learning and teaching, particularly during the initial phased return with a strong focus on children’s wellbeing, good mental health, and engagement. Individual schools and practitioners will continue to be empowered to provide a curriculum that is adaptable and responsive to the full range of learners’ needs, reflecting each school community’s specific context.

Moving through recovery, the curriculum should include a focus on promoting and developing skills that will increase student’s skills in independent learning, as part of the blended learning approach.

What is blended learning?

Much of the research around blended learning has looked at the blend of face-to-face and online learning which has been utilised in colleges and universities for many years. It does, however, offer valuable insights as we develop our own blended learning approaches. For example, O’Connell (2016) offers seven sample configurations of blended learning activities that can help practitioners design their own approaches. This includes ‘The Flipped Classroom’, where learners are encouraged to undertake important aspects of learning before a face-to-face session with their teacher.

The Education Endowment Foundation published research by Rudd, et al. (2017) looking at the impact of a flipped classroom approach. They found that the approach led to +1 month of progress across 24 schools and 1,100 learners. This increased to +2 months’ progress in learners eligible for free school meals. Although this study was conducted within a traditional school model it may provide some helpful considerations for utilising remote learning while maximising the impact of face-to-face teaching as we move through and out of the Recovery Phase.

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In a recent report, Doucet et al. (2020) explored pedagogy in an unfolding pandemic. They highlight the importance of prioritising health and wellbeing and the benefits of collaborative partnerships as well as the need to ensure appropriate resources are in place for both practitioners and learners.

It is recognised that a blended model in the context of restricted school time for learners, remains a significant challenge and is no substitute for full-time classroom based learning and teaching; nonetheless, delivered effectively a blended approach can at least mitigate some of the adverse impact of part-time in-school education.

For Lydiate Learning Trust, blended learning will not simply be a binary offer of a mix of in-school and online provision. Learners should undertake a blended model of in-school and in-home learning which extends well beyond online learning.

This model of blended learning involves a combination of 'live' interactions between teacher and learners, and also learning which takes place away from the direct presence of the class teacher. The model for blended learning may involve a range of learning experiences which take place in a variety of learning spaces.

Whilst learners will experience online learning, away from the school setting, blended learning will include activities such as research tasks, project work, practical opportunities, discussions and other activities that can be carried out away from a digital device. There should be an emphasis on active learning and children working independently. Since learners may not have daily contact with their teacher, it is expected that learning at home activities will include provision of opportunities to consolidate learning and extend and enhance learning to take account of and meet the needs of learners and their families. This may be accommodated by providing access to pre-recorded lessons, presentations, lesson notes, diagrams or links to useful websites.

An effective model of blended learning can offer learners:

- significant autonomy over their learning
- a degree of flexibility for learners in where and when they learn
- potential for high quality consolidation of learning
- opportunities to develop and improve their skills in working independently
- increased opportunities for personalisation in learning
- opportunities for improved engagement
- enhanced parental engagement in their child's learning away from school.

2. Roles and responsibilities

2.1 The Academy Governance Committee is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.
- Ensuring that staff are certain that remote learning systems are appropriately secure for both data protection and safeguarding reasons.

2.2 The Headteacher/Head of School is responsible for:

- Ensuring that staff, parents and students adhere to the relevant policies at all times.

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- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an **annual** basis and communicating any changes to staff, parents, and students.
- Arranging any additional training staff may require to support students during the period of remote learning.
- Conducting reviews on a **weekly** basis of the remote learning arrangements to ensure students' education does not suffer.
- Quality assurance of provision provided across departments and facilities.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Trust H&S lead.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that students 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.

2.3. The Headteacher working with the **Trust Data Protection Officer (DPO)** is responsible for:

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

2.4. The **DSL** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.
- Identifying vulnerable students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the student is learning remotely, and liaising with the Headteacher/Head of School and other organisations to make alternate arrangements for students who are at a high risk, where required.
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable students receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

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2.5. The SENDCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher/Head of School and other organisations to make any alternate arrangements for students with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while students with SEND learn remotely.
- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.6. The ICT technicians are responsible for:

- Ensuring that all school-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 a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.
- Fixing issues with systems used to set and collect work.
- Helping staff, parents and students with any technical issues
- Reviewing the security of remote learning systems and flagging any data protection breaches.

2.7. Teachers

In as far as is possible we will attempt to replicate the timetable that students follow through the course of a normal school day.

When providing remote learning, teachers must be available during usual school hours. This may occur whilst the teacher is in school or at home in self-isolation, unless unable to provide learning.

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.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- Online learning operates on a very different dynamic.
- Some subjects and activities do not lend themselves well to remote learning.

Staff should ensure that they:

- Have received appropriate training.
- That their computer-based teaching resources are available outside of school (on Microsoft Teams, OneDrive or OneNote).
- That they have access to key resources not available online at home e.g. key textbooks.
- That they have access to a suitable device for home use and if this is not the case then staff should alert their line manager or IT manager.

When providing remote learning, teachers are responsible for:

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Setting work

- Work should be set for the classes they teach.
- The amount of work set should be equivalent to learning time.
- The work should be available as of 9:00am daily.
- All work needs to be uploaded to your school's favoured platform. This can be duplicated in Microsoft TEAMS if required. Adequate training will be given to all teachers, but in the Head of Faculty is responsible for setting work if teachers are unable to.
- The Head of Faculty is responsible for coordinating with department leads and teachers in making sure work set is following schools learning policy and supporting students who are unable to access remote learning.
- The Head of Faculty is responsible for setting cover work if the teacher is unable to set work remotely.

Providing feedback on work

- Teachers can give feedback in variety of methods that best suit the teacher and the student and should be in-line with the schools marking policy.
- Feedback can be shared via TEAMS or e-mail.

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

- Teachers should aim to respond to emails from students within 24hours and from parents within 48 hours. Teachers are not required to answer emails outside of working hours.
- Tutors should make contact with their tutor group everyday via TEAMS.
- Teachers will make contact with students in-line with their teaching timetable via TEAMS.
- Any complaints or concerns shared by students or parents should be handled in the appropriate manner and passed to line managers if further concerns are raised. – For any safeguarding concerns, refer teachers to the section below.
- Any behavioural issues should be dealt with following the school's behaviour policy.

Attending virtual lessons and meetings with staff, parents and students

- The school's policy on dress code should be followed.
- Make sure the location is quiet and nothing inappropriate is in the background.
- The teacher is under no obligation to be seen by students or parents.
- Students must make sure that their camera is turned on (unless there is an pre-agreed reason as to why a student should not have their camera on).
- The lesson is to be recorded to allow students to watch the lesson again.

2.8. Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their contracted working time. This may occur whilst the teaching assistant is in school or at home in self-isolation, unless unable to provide learning.

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 students who aren't in school with learning remotely.
- Teaching Assistants will be allocated students to support by the SENDCO.

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- Support can be given in a variety of formats, which could include telephone calls, emails and supporting in TEAMS lessons by creating 'breakout' rooms for just the TA and the student.

Attending virtual meetings with teachers, parents and students:

- The school's policy on dress code should be followed.
- Make sure the locations are quiet and nothing inappropriate is in the background.
- The teaching assistant is under no obligation to be seen by students or parents.
- Students must make sure that their camera is turned off.

2.9. Heads of Faculty and Heads of Department

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.
- Working with 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.
- Quality assurance of work set for independent learning tasks.
- Quality assurance of quality of online teaching in live lessons.
- 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.
- Monitoring remote class engagement and supporting the teacher to address poor engagement following the school policy.

2.10. Senior leaders, including SENDCO and Head of 6th Form

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning; using staff meetings and giving professional development time.
- Quality assurance of provision provided across faculties, subjects.
- Quality assure the quality of teaching and learning.
- Ensuring staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable at home and if not, supply them with a device during the closure period.
- Ensuring students have access to a suitable device in the event of closure, and if not look to supply them with one especially if disadvantaged student during the closure period.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Monitoring safeguarding for all.
- Ensuring high participation and engagement rates.
- Facilitating the sharing of best practice via CPDL.

2.11. **Staff members** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.

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- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.12. Parents are responsible for:

- Adhering to this policy at all times 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 school as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.13. Students are responsible for:

- Adhering to this policy at all times 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 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.
- Adhering to the Behaviour for Learning Policy at all times.

3. Resources

Learning materials

3.1 For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past and mock exam papers
- Online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

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- 3.2 Teachers will review the DfE’s list of online education resources and utilise these tools as necessary, in addition to existing resources.
- 3.3 Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning.
- 3.4 Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the school will ensure students can catch up on these areas of the curriculum when they return to school.
- 3.5 Teaching staff will liaise with the SENDCO and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period.
- 3.6 Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.7 Students will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- 3.8 Students and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.9 Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work on line.
- 3.10 The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school although they may offer advice.

4. Online safety

- 4.1 This section of the policy will be enacted in conjunction with the school’s Online Safety Policy.
- 4.2 Where possible, all interactions will be textual and public.
- 4.3 All staff and students using video communication must:
- Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable ‘public’ living area within the home with an appropriate background – ‘private’ living areas within the home, such as bedrooms, are not permitted during video communication.
 - 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.

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- Students should ensure they can be seen on the camera at all times unless asked by a staff member to change what is displayed e.g. to show their work such as a slides presentation.
- Staff must ensure that their identity is very clear to the students so as to prevent any safeguarding concerns. This will usually involve showing their face on screen for at least part of the interaction and/or having their voice clearly audible to students.

4.4 All staff and students using audio communication must:

- 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 audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5 Students not using devices or software as intended will be disciplined in line with the Behaviour for Learning Policy.

4.6 The school 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.

4.7 The school will ensure that all school-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.

4.8 The school will communicate to parents 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.

4.9 In exceptional circumstances the school will be responsible for providing access to the internet off the school premises but will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

5.1 This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2 The DSL and headteacher will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3 The DSL will arrange for regular contact to be made with vulnerable students, prior to the period of remote learning.

5.4 Phone calls made to vulnerable students will be made using school phones where possible.

5.5 The DSL will arrange for regular contact with vulnerable students, with additional contact, including home visits, arranged where required.

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- 5.6 All contact with vulnerable students will be recorded electronically and suitably stored in line with the Records Management Policy.
- 5.7 The DSL will keep in contact with vulnerable students' social workers or other care professionals during the period of remote working, as required.
- 5.8 Vulnerable students 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.
- 5.9 The DSL will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable students learning remotely.
- 5.10 All members of staff will report any safeguarding concerns to the DSL immediately.

6. Data protection

- 6.1 This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 6.2 Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3 Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4 Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5 Parents' and students' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6 All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- 6.7 The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8 Students are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9 Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.
- 6.10 Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour for Learning Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

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- 7.1 All schoolwork set through remote learning must be:
- Complete when returned to the relevant member of teaching staff.
 - Returned before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the student's ability.
 - The student's own work.
 - Marked in line with the relevant school policy.
 - Returned to the student, once marked, by an agreed date.
- 7.2 The school expects students and staff to maintain a good work ethic and a high quality of work during the period of remote learning.
- 7.3 Students are accountable for the completion of their own schoolwork – teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4 Work that cannot be completed for genuine reasons will be completed in agreement between the teacher and student as per the circumstances dictate.
- 7.5 Teaching staff will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- 7.6 Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENDCO as soon as possible.

8. Health and safety

- 8.1 This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 8.2 Teaching staff and ICT technicians will ensure students are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- 8.3 If using electronic devices during remote learning, students will be encouraged to take a five-minute screen break as a minimum every two hours.
- 8.4 Screen break frequency will be adjusted to five minutes every hour for younger students or students with medical conditions who require more frequent screen breaks.
- 8.5 If any Health and Safety incidents, related to the lesson activities, occur in a student's home, they or their parents are required to report these to the health and safety officer or other relevant members of staff immediately so that appropriate action can be taken.

9. School day

- 9.1 Students will carry out remote learning throughout the course of the day.

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- 9.2 Students are encouraged to take regular breaks when completing remote learning.
- 9.3 Students with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- 9.4 Students who are unwell are not expected to complete remote learning until they are well enough to do so.

10. Communication

- 10.1 The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2 The school will communicate with parents via letter, emails, text and the school website about remote learning arrangements as soon as possible.
- 10.3 The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- 10.4 Members of staff involved in remote teaching will ensure they are contactable during their agreed working hours.
- 10.5 The school understands that students 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 school hours.
- 10.6 Members of staff will have regular contact with their line manager.
- 10.7 Parents and students will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.8 Issues with remote learning or data protection will be communicated to the school as soon as possible so they can investigate and resolve the issue.
- 10.9 The headteacher will keep parents and students informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.10 The headteacher will regularly review the effectiveness of communication and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

- 11.1 This policy will be reviewed on an annual basis by the headteacher.
- 11.2 Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 11.3. The next scheduled review date for this policy is **23/04/2021**.

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