



All Saints Catholic College

REMOTE LEARNING POLICY

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Document Record

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1. Aims

1.1. This Remote Education Policy 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

1.2. What is remote learning?

1.2.1. Typically, 'remote education' is used to describe situations where pupils are being taught remotely in their own homes rather than at school in a classroom. However, 'remote education' also includes situations where a teacher is working remotely and teaching a class of pupils at school, e.g., the teacher is teaching from home due to exceptional operational circumstances.

1.2.2. 'Remote education' is often used to refer to teaching and learning that takes place online. However, it also covers teaching and learning using hard copy resources such as textbooks and worksheets.

1.2.3. 'Blended learning' refers to learning that involves a combination of face-to-face teaching and remote education which may be delivered online or through hard copy resources. It is a particularly important consideration in respect of those pupils who may need to attend school sites because they have been identified as vulnerable or are the pupils of key workers.

2. Use of remote learning

Principles

All Saints Catholic College recognises that attendance at school is fundamental to pupils' education, wellbeing and wider development. Remote education is not an equal alternative to attendance in school and will only be considered in exceptional circumstances where a pupil is unable to attend school but remains well enough to access learning.

The school will always seek to:

- Maintain full-time attendance wherever possible.
- Remove barriers to attendance through reasonable adjustments and support.
- Work collaboratively with parents/carers, healthcare professionals and the Local Authority.
- Reintegrate pupils back into school at the earliest opportunity.
- Ensure that remote education forms part of a wider support plan rather than becoming a long-term replacement for school attendance.

Remote education will not be used:

- As an alternative to attendance due to anxiety alone without an agreed support plan.
- As an alternative to school attendance for pupils with poor attendance.
- As a response to behaviour concerns or suspension.
- Where attendance at school can be supported through reasonable adjustments.

2.1 All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

2.2 Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

2.3 We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

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

2.4 In the limited circumstances when remote learning is used, we will:

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

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

2.6 Individual Cases

2.6.1 As a school we will always seek to overcome the barriers in place for the exceptional cases where an individual is not able to attend school linked to a medical issue. In the event that this decision is made we will always strive to use the DFE guidance as bulleted below to ensure every measure is taken:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

2.6.2 In the event that all criteria have been met as well as consent from all parties, the school will look to tailor a bespoke package, which would include but not be limited to:

- Access to equipment i.e. laptop device
- Access to and work uploaded to SharePoint
- Access to physical booklets and documents/texts provided by department leads

2.6.3 This will all be within the agreements and consents that are obtained and will be given a strict timeframe for which to review and subsequently terminate the remote offer.

2.7 Remote Education for Medical Needs

Where a pupil is unable to attend school due to a medical condition, the school will work in accordance with the:

- Children with Health Needs Who Cannot Attend School Policy.
- Medical Conditions in School Policy.
- Attendance Policy.
- SEND Policy where applicable.

Provision will be considered on an individual basis and may include:

- Access to Microsoft Teams and SharePoint.
- Curriculum resources and learning materials.
- Recorded or live support where appropriate.
- Alternative provision arranged through the Local Authority where required.
- Reintegration support.

Where absence is expected to exceed 15 school days, the school will work with the Local Authority in line with statutory guidance and local procedures.

2.8 Pupils with SEND, Medical Needs and EBSNA

The school recognises that pupils with:

- SEND
- Medical needs
- Mental health needs
- Emotional Based School Non Attendance (EBSNA)

may require additional support to attend school regularly

Remote education will only be considered where it forms part of a planned intervention designed to support attendance and reintegration.

Any remote provision will:

- Be reviewed regularly.
- Have clearly defined reintegration targets.
- Include pupil and parent voice.
- Involve external agencies where appropriate.
- Form part of a wider attendance support plan.

2.9 School Closures or Restrictions

2.9.1 DfE guidance on remote education stated:

The DfE guidance states that 'The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum: Key Stages 3 and Key Stage 4: 5 hours a day.'

2.9.2 The guidance continued with the following:

When teaching pupils remotely schools are expected to:

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- Select a digital platform for remote education provision that will be used consistently across the school to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- Overcome barriers to digital access for pupils by:
- Distributing school-owned laptops accompanied by a user agreement or contract based on an individual case review
- 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.
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable pupils, and therefore eligible to attend provision in person.
- Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- Identify a named senior leader with overarching responsibility for the quality and delivery of

remote education, including that provision meets expectations for remote education

Note that the expectations set out in this guidance are for schools rather than for individual teachers

3. Roles and responsibilities

3.1. Teachers

3.1.1. When providing remote learning due to a school closure, teachers must be available during their normal working school hours.

3.1.2. 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

3.1.3. When providing remote learning, teachers are responsible for:

3.1.3.1. If there is a school closure teacher's must set work for their classes which is commensurate with what they would normally set and in line with the school curriculum.

- Work must be uploaded by 9am on the morning of the day of the lesson or scheduled to appear at the time of the lesson.
- Work should be uploaded to help teachers track progress.
- Tasks should be completed within the hour of scheduled lesson.

3.1.3.2. Providing feedback on work:

- All pupils to upload completed work to online learning platform.
- Teachers complete learning checks on pupil's work

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

- Wellbeing checks via telephone, organised and distributed by Head of year.
- Teachers are not expected to reply to emails outside of working hours. When replying to parent or student emails, CC another member of staff.
- Etiquette when communicating. Be aware that parents and pupils may be under pressure and there may be barriers in home such as illness and access to devices. Teacher to check engagement document for updates on student's home circumstances before contacting home.

3.1.4. If there is a concern around the level of engagement of a pupil or pupils the parents should be contacted via phone to assess whether school intervention can support engagement.

3.1.5. In addition, staff should be alert to wider reasons for lack of engagement, and report any safeguarding concerns immediately using the school's procedures

3.1.6. Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL.

3.2. Heads of Department

3.2.1. 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 appropriate deadlines are being set
- 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 pupil engagement and progress with remote learning and reviewing the quality of learning achieved.

3.2.1. All of the above should be communicated with their teams in a timely manner.

3.4. Senior leaders

4.4.1. Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating and refining the remote learning approach across the school
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject key stage leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including safeguarding, data protection, online filtering and monitoring systems.

3.5. Designated Safeguarding Lead

3.5.1. Ensuring pupils, staff and parents are regularly reminded and given information on how to stay safe online

3.5.2. Ensuring all staff are aware of signs to look out for which may indicate a child is at risk through ongoing training Staff continue to use CPOMS to record safeguarding concerns - this is alerted to the DSLs via email (and t/c)

3.5.3. Ensure all staff are aware of live lesson safeguarding requirements including setting the lesson via channel, admitting pupils from the lobby, setting teams so that only those from our organisation can join, using an appropriate location, neutral background and non-personal icons during remote lessons.

3.5.4. Supporting ICT team with monitoring the security of remote learning systems, including, data protection, online filtering and monitoring systems as appropriate.

3.5.5. Where pupil accessing remote education is subject to safeguarding concerns, has an EHCP, is open to social care, or is identified as vulnerable, the school will ensure regular welfare checks and maintain appropriate oversight through the safeguarding team.

3.5.6. Any concerns identified through lack of engagement, wellbeing concerns or communication with families will be managed in accordance with the Child Protection and Safeguarding Policy.

3.6. The SENCO

3.6.1. The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

3.7. Providing guidance, strategies and advice to staff who are supporting pupils with SEND through remote education.

3.8. IT staff

3.8.1. 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 lead
- Ensuring safeguarding filtering and monitoring systems are working effectively and efficiently
- Assisting pupils and parents with accessing the internet or devices

3.8 Pastoral teams – Pupil Progress Leaders and Pastoral Support Officers

3.8.1 Pastoral teams are responsible for:

- Completing wellbeing checks via telephone.
- Continuing to safeguard pupils by recording and actioning any safeguarding concerns on CPOMS.
- To discuss attendance and engagement with pupils.

3.9. Pupils and parents

3.9.1. Staff can expect pupils 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
- Adhere to the code of conduct when online
- Alert the school if they have any safeguarding concerns about themselves or their peers
- Conduct themselves in a mature and considerate manner whilst learning remotely

3.9.2. Staff can expect parents with pupils learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Alert the school if they have any safeguarding concerns about their child or another child at the school

3.10. Governing body and regional directors

3.10.1. The governing body and regional directors are 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

4. Who to contact

4.1. If staff have any questions or concerns about remote learning or the health and safety of pupils during a period of remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant head of year
- Issues with IT – talk to IT staff by completing an IT Ticket
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection lead
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1. Accessing personal data

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

5.1.1.1. Devices that should be used to access data - If using a device provided by school, such as laptops, staff use these rather than their own personal devices. Any other devices that are used should have antivirus and firewall installed and be protected with a passcode.

5.2. Processing personal data

5.2.1. Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. In line with GDPR, as long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

5.2.2. However, staff are reminded to collect and/or share as little personal data as possible online.

5.3. Keeping devices secure

5.3.1. 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

6. Safeguarding

6.1. All staff members must adhere to the following guidance:

- Staff must be constantly vigilant to student behaviours- both acting out and withdrawn, which may indicate a safeguarding concern. This includes, but is not exclusively limited to: nonengagement with online lessons, work not handed in or substandard completion of work. Any concerns must be logged immediately via CPOMS.
- If they believe a child is at immediate risk of harm and cannot speak to a DSL they should contact 999 The number for CSC is 0161 342 4101 or out of hours 0161 342 2222 The Number for the LADO is 0161 342 4343.

6.1.1 All procedures can also be found here

https://www.allsaintscatholiccollege.com/application/files/3517/2043/0371/08.07.24_CCCAT_-_Child_protection_and_Safeguarding_Policy.pdf

6.1.2 Staff must check with participants that they are aware of the school's expectations

https://www.allsaintscatholiccollege.com/application/files/9217/0834/4966/19.02.24_Behaviour_Policy.pdf

6.1.3. When delivering a live online lesson staff must:

- Dress appropriately
- Be in a professional location where personal information is not on show. It is recommended that laptop/desktop or tablet cameras are set to focus on the teacher from the shoulders up. Where possible, teachers should enable the 'blur background' function.
- Ensure that, where possible, student cameras are switched on at the start of the session in order to enable a visual safety check and to take an 'emotional temperature' check of each child. However, staff will need to exercise professional judgement over whether this is appropriate and ensure pupils are in a family room when cameras are on. Consideration should also be given to how pupils may feel about staff and other pupils being able to

see their home environment. This could be mitigated against, if pupils are shown how to blur their backgrounds.

6.1.4. Pupils will be informed, that when engaging, in a live online lesson they should be in a safe and open family space and appropriately dressed. They should not be alone in their bedroom. The kitchen table or family room would be an ideal place for the live online lesson to take place.

6.1.5. At the start of each live online lesson, the teacher should ensure that pupils understand the rules and expectations. This will ensure the safeguarding of both teacher and pupils. 1:1 lessons between pupil and teacher should not take place unless they meet the guidelines below. If a live online lesson has been set and only one pupil is waiting in the lobby the staff member will need to reschedule the session to a later date with more pupils.

6.2. 1:1 Sessions, break out rooms, and conducting counselling or other confidential services on-line

6.2.1. In some circumstances, 1:1 sessions are necessary and appropriate. This may be the case where pupils are undertaking specialist interventions such as reading intervention, tutoring, peripatetic music tuition, careers advice and guidance or receiving counselling support etc. To ensure pupils are protected from harm, and staff are protected from false allegations the following safeguards and mitigations will be considered, on a case by case basis, and risk assessments carried out.

6.2.2. No 1:1 Sessions will be conducted without SLT/DSL risk assessment and consent.

6.2.3. SLT/DSL should ask, as part of their assessment of risk:

- Is it appropriate and possible for another adult be present, e.g., a parent or a colleague?
- Can the session/lesson be rearranged to a more suitable time to allow another adult to be present?
- Could the session/lesson be conducted over the phone rather than a meeting involving video?
- Can a 1:1 session be delivered to another child at the same time?
- Does the adult delivering the session have appropriate safeguarding knowledge, skills and understanding?
- Has the school obtained written consent from the child, parent and staff member that they are happy to proceed with a 1:1 session, that they understand the benefits and risks and are clear as to the purpose? (DSLs must ensure that no parent is contacted about supportive or intervention sessions if it will put the child at risk ie – where a child, who is Gillick/Fraser competent, has agreed to, for example counselling or receiving sexual health advice, but does not wish a parent/carer to be informed (see Gillick competence and Fraser guidelines | NSPCC Learning | NSPCC Learning for more information)
- The academy should make it clear, that where appropriate, SLT/line managers will complete unannounced drop ins/listen ins
- Where lesson links are sent to pupils, the lesson link is also sent to their line manager and a member of SLT who may access the lesson at any time.

