REMOTE LEARNING POLICY

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1 Aim

- To outline procedures and practice to ensure consistency in the approach to remote learning when the school is closed and pupils are otherwise fit and healthy, to continue with their normal school timetable,
- Make clear that remote education is not an alternative to regular school attendance and will only be used in limited circumstances in line with Department for Education guidance.
- Ensure that pupils accessing remote education continue to receive a broad, ambitious and inclusive curriculum that closely mirrors in-school learning.
- Establish the expectations for all members of the school community with regards to remote learning, especially in the event of partial or full school closure
- Provide appropriate guidelines for data protection

Purpose and Scope

The Chantry School is committed to ensuring continuity of education whenever pupils are unable to access their normal classroom-based learning. While face-to-face education remains the most effective way for pupils to learn, there may be exceptional circumstances where remote education is required.

This policy sets out the school's approach to remote education in two distinct situations:

- Individual pupils who are temporarily unable to attend school for medical or other exceptional reasons, where the school has agreed that remote education is appropriate. This may include pupils receiving online tutoring or teacher-directed remote learning for a defined period while plans are made for their successful reintegration into school
  .
- Whole-school or partial school closure, where the school is required to provide remote education for groups of pupils due to exceptional circumstances such as severe weather, a public health emergency, significant disruption to the school site, or where directed by the Department for Education or other relevant authority.
- Remote education may be delivered on a one-to-one basis, in small groups or through whole-class remote provision depending upon the needs of pupils and the circumstances requiring remote education

In all circumstances, remote education will aim to provide a broad, ambitious and well-sequenced curriculum that closely mirrors classroom learning wherever possible. It is intended to maintain pupils' progress, engagement and wellbeing while supporting their return to full-time, face-to-face education at the earliest appropriate opportunity.
Remote education is not an alternative to regular school attendance and will only be used where attendance is not possible or where it is contrary to government guidance.

Remote Education Guidance and Agreements

To support the effective implementation of this policy, The Chantry School has produced a Remote Education Guidance Booklet. This booklet provides a concise and practical summary of the expectations, procedures and responsibilities contained within this policy and is intended for staff, tutors, pupils and parents/carers. It should be read alongside this policy and does not replace it.
The Guidance Booklet outlines the standards expected when participating in remote education, including expectations for communication, attendance, behaviour, safeguarding, online safety and the appropriate use of technology.
Where remote education is provided to an individual pupil through school-employed tutors or teachers, all parties are expected to understand and adhere to these expectations. Before remote education begins:

- the member of staff or tutor delivering the provision will sign the Remote Education Professional Agreement;
- the pupil/parent will sign the Remote Education Pupil Agreement; and

These agreements help ensure that everyone understands their responsibilities and contributes to a safe, respectful and effective learning environment. Signed agreements will be retained by the school for the duration of the remote education provision.

2 What is Remote Education at The Chantry School?

Remote Education is where the pupil and the teacher are not physically present in a traditional classroom environment and information is relayed by other means, such as through online technology. When online technology is used this can occur synchronously with real-time interaction and communication, or asynchronously, with pre-recorded learning episodes that can be viewed at any time and take place independently of the teacher. Pupils will continue to learn as they do in class. Teacher direction, using exercise books and keeping up with annotations are all similar features of our Remote Education and offer a flexibility of task, pace and engagement.

Remote education is not an alternative to attendance.

The Chantry School believes that attending school in person remains the best place for pupils to learn. Remote education will only be used where attendance is not possible or is contrary to government guidance. Wherever possible, pupils will be supported to return to full-time education at the earliest opportunity

The Chantry School is committed to providing continuous education for its pupils. **Remote Learning[1] may need to be an essential component in the delivery of the school**

[1] Remote Learning refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face to face' as normal in the classroom

curriculum for some pupils, alongside classroom teaching, or in the event of a partial or full school closure.

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. Pupils accessing remote education remain absent from school and attendance will be recorded in accordance with the School Attendance (Pupil Registration) Regulations and current Department for Education guidance.

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.
- A reintegration plan will be agreed with the pupil, parents/carers and any relevant professionals to support a successful return to school.

Reviewing Remote Education

Remote education arrangements will be reviewed regularly to ensure they remain appropriate, effective and in the best interests of the pupil. Before remote education begins, clear intended outcomes will be agreed between the school, the pupil, parents/carers and, where appropriate, other professionals. These outcomes may include:

- maintaining curriculum coverage;
- sustaining attendance and meaningful engagement;

- supporting academic progress;
- promoting the pupil's wellbeing;
- achieving a successful reintegration into full-time school attendance.

Provision will normally be reviewed at least once each term, although reviews may take place more frequently where concerns arise regarding attendance, engagement, progress, safeguarding or the suitability of the provision. Following each review, the school will determine whether the remote education should continue, be amended or conclude, with the aim of returning the pupil to face-to-face education as soon as it is appropriate to do so

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.

3 Key points of DFE guidance on remote education

Principles of effective remote education

Include:

- curriculum mirrors in-school learning, where appropriate
- ambitious curriculum maintained
- high-quality teacher explanation
- regular assessment
- timely feedback
- opportunities for interaction
- accessible learning for SEND pupils
- reduced barriers to digital access
- safeguarding maintained throughout

4 The Chantry School Principles

Curricular alignment: remote plans follow precisely, where possible, the same sequence as face-to-face enactment of the curriculum.

High quality resources that are equitable with those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps. This includes the use of videos and nationally produced resources such as the Oak Academy resources, BBC learning zone or other subject specific online resources.

Feedback and assessment of learning should remain regular, in line with normal curriculum expectations.

5 Roles and Responsibilities

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.
- Provide timely and relevant information to pupils and parents about how to access remote learning.
- They should continue to overcome barriers to digital access where possible for pupils 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 pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- The Headteacher will nominate a member of the Senior Leadership Team to act as the **Remote Education Lead (Sam Blunt, Assistant Headteacher)** for each individual programme of remote education. This person will oversee communication between the school, tutor, pupil and parents/carers, monitor the quality of provision and coordinate regular reviews
- Quality assure remote education through review of attendance, curriculum coverage, pupil engagement, progress information and regular communication with tutors, pupils and parents/carers.
- Ensure disadvantaged pupils have access to appropriate technology.
- Review barriers to participation and provide reasonable adjustments where required.
- Ensure safeguarding arrangements remain effective during any period of remote education
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education – specify if you will do this on your website or via email
- Working with the administration team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

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
- 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
- Making decisions about the use of online video lessons such as Oak National Academy

SENDCo:

- Ensuring Accessibility: Adapting materials for different needs (e.g., large print, audio)
- Differentiating Tasks: Working with teachers to modify tasks based on individual needs
- Supporting Teachers: Guiding teachers on adjusting remote lessons for SEN pupils
- Guiding Teaching Assistants: providing schedules of which pupils to contact and the content of the conversation
- Communicating with Families: Keeping parents informed and offering advice on supporting learning
- Monitoring Progress: Tracking student progress and adjusting support where needed
- Considering Well-being: Ensuring routines and strategies to reduce anxiety and boost engagement
- Ensure pupils with Education, Health and Care Plans (EHCPs) continue to receive appropriate provision wherever possible.

Head of Year/Family Engagement and Attendance Officer:

- Overseeing Student Engagement: Monitoring completion and ensuring students are participating in remote work
- Supporting Pastoral Needs: Addressing student well-being and providing support for any issues that arise
- Liaising with Teachers: Ensuring consistent communication between teachers and students, and making sure work is set appropriately
- Communicating with Families: Keeping parents informed of expectations and addressing concerns regarding their child's learning or well-being

IT Staff:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)

- Assisting pupils and parents/carers with accessing the internet or devices

Teachers/Tutors:

Teachers/Tutors setting work for 1:1, small groups and whole classes are working at home are expected to:

- Provide high-quality remote learning that follows the planned curriculum and daily timetable, adapting delivery where appropriate for different subjects and individual pupil needs.
- Ensure any external tutor receives sufficient curriculum information, including schemes of learning, curriculum sequencing, examination board requirements, assessment information and agreed learning priorities to maintain continuity of learning.
- Plan lessons using the EEF's **Activate, Explain, Practise, Reflect and Review** model, where appropriate.
- Deliver learning through Microsoft Teams or other approved school platforms, providing clear instructions, lesson objectives, success criteria, key vocabulary and opportunities to revisit prior learning.
- Use a range of teaching approaches, including narrated presentations, videos, visualisers, retrieval practice, quizzes, modelling, guided practice and appropriate scaffolding to support learning.
- Ensure learning is appropriately differentiated, accessible and includes a suitable balance of online and offline activities.
- Set realistic timescales for learning activities and provide timely, meaningful feedback in line with the school's Feedback Policy.
- Use live lessons where appropriate and promote regular interaction, engagement, participation, praise and recognition.
- Follow the school's Safeguarding, Online Safety, Data Protection and Acceptable Use policies at all times.
- Communicate only through approved school systems, maintain professional boundaries and never use personal email accounts, telephone numbers or social media to communicate with pupils.
- Report any safeguarding concerns immediately using the school's safeguarding procedures.
- Monitor pupils' engagement and completion of work. Where work is not completed or is of an unacceptable standard, provide an opportunity for completion before referring ongoing concerns to the Head of Year for further intervention.
- If the whole school is closed, teachers shouldbe available during the normal school working day, including scheduled meetings, and be available at the start of lessons and at appropriate points throughout. There is no expectation to remain online for the entire lesson unless appropriate.
- IF A PSHE lesson, HoY will take responsibility for arranging but will inform Form tutors to attach to Tutor group in TEAMS. Form Tutors might decide to livestream

Live lessons

Teachers delivering live online lessons will:

- use approved school platforms only;
- ensure professional standards of dress and conduct are maintained;
- record attendance where appropriate;
- follow the school's Online Safety and Safeguarding guidance

Accessibility

Teachers will make reasonable adjustments so that remote learning remains accessible for pupils with SEND, medical needs or other barriers to learning

Teaching Assistants:

- When assisting with remote learning, teaching assistants must be available for their normal working day
- Supporting pupils who are working remotely and checking in with them on a regular basis- to be guided by the SENDCo

PUPILS WORKING FROM HOME ARE EXPECTED TO

- Log into TEAMS at the normal time ready for their lessons. Follow their normal timetable and access the video for the specific lesson of the week (timetable available in Edulink). By following this, we would expect pupils to be engaging with Remote Education for a minimum of 5 hours per day, unless there is core PE
- Complete all work to the best of his/her ability, and engage in online lessons where possible
- Follow the school's acceptable use policy at all times.
- Behave respectfully during live lessons.
- Keep cameras and microphones in line with teacher expectations.
- Report any safeguarding concerns immediately.
- Pupils will be expected to join a live lesson via MS TEAMS; an invite will be sent to pupils as appropriate
- All resources will be accessible on MS TEAMS, or emailed to the pupil in advance
- Use the resources which will support guided and independent learning opportunities, and will normally include either a powerpoint, worksheet or booklet
- Complete all set work and hand in work to the teacher in the agreed format e.g. upload, photograph etc.
- Pupils can email staff, but they should not expect a response beyond 5pm Monday-Friday, nor at the weekend
- Refer to the Pupil Acceptable IT use policy

Parents

- Provide an appropriate learning environment where possible.
- Avoid recording live lessons or sharing school materials on social media.
- Support pupils in following school expectations during remote learning.

Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are 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 cannot complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7 Who to contact

Subject content:	Contact the class teacher or Head of Subject
Behaviour issues:	Contact the Head of Year
Issues with IT:	itsupport@chantryschool.com
Data protection:	dpo@chantryschool.com
Safeguarding concerns:	jhill@chantryschool.com

8 Data Protection

8.1 Accessing Personal Data

When delivering remote education, staff may need to access personal data relating to pupils and families. Staff must ensure that all personal information is accessed securely and only where necessary to fulfil their professional responsibilities.

All remote learning platforms, Teams, Class Notebooks, communications and learning resources used on behalf of the school must remain accessible to authorised school leaders for safeguarding, quality assurance and monitoring purposes.

Staff will:

- access personal data using school-issued devices wherever possible;
- use only authorised school systems and applications, including Microsoft 365, Teams and Edulink;
- ensure that any information accessed remotely is treated as confidential;
- only access the minimum personal information necessary to carry out their role; and
- comply with the school's Data Protection Policy, Staff Code of Conduct and all relevant UK GDPR requirements.

8.2 Processing Personal Data

The school may need to process limited personal data as part of delivering remote education. This may include names, school email addresses, submitted work and assessment information.

Staff must:

- use only approved school platforms when sharing or collecting pupil information;
- use their school email account for all communication relating to remote learning;
- avoid storing or downloading pupil information onto personal devices;
- not share confidential information through personal email accounts or messaging applications;
- ensure that any personal data shared is accurate, proportionate and only shared with those who need to know; and
- report any actual or suspected data breach immediately to the Data Protection Officer in accordance with the school's Data Protection Policy.

8.3 Keeping Devices Secure

- All staff have a responsibility to ensure that devices used for remote education remain secure to protect both personal and school information.
- Staff must:

- use school-issued devices wherever possible when accessing or processing personal data;
- ensure that all devices are password protected and locked when left unattended;
- never share passwords or login credentials with anyone else;
- enable multi-factor authentication where available;
- keep operating systems, antivirus software and security updates fully up to date;
- ensure devices are encrypted where school data is stored;
- avoid using public Wi-Fi networks unless a secure connection is available;
- store school files only within approved cloud-based systems and not on local hard drives or removable storage unless authorised;
- report any lost, stolen or compromised device immediately to the IT Support Team and the Data Protection Officer; and
- ensure that family members or other individuals do not use devices containing school information.

This section should be read alongside the school's Data Protection Policy, ICT Acceptable Use Policy, Online Safety Policy and Staff Code of Conduct

9 Safeguarding

Staff delivering remote education will continue to follow the school's Safeguarding and Child Protection Policy, Staff Code of Conduct and Online Safety Policy.

Any safeguarding concerns arising during remote education must be reported immediately to the Designated Safeguarding Lead using the school's normal safeguarding procedures.

Live lessons will only take place using approved school platforms

10 Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Staff Code of Conduct
- Attendance Policy
- SEND policy
- Accessibility Plan

11 Equality Impact

The School's responsibilities towards promoting equality, diversity and inclusion have been considered when drafting this policy.

12 Monitoring

This policy will be monitored annually and significant change approved by the Local Governing Body.

The policy will also be monitored through:

- pupil engagement
- staff feedback
- parent feedback
- quality assurance
- digital accessibility
- safeguarding review