



HAILEY HALL SCHOOL

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REMOTE LEARNING POLICY

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Approved Committee: Board of Trustees

Responsible Person: Deputy Headteacher

Content

Page No.

1. Aims3

2. Use of remote learning..... 3

3. Roles and responsibilities 5

4. Who to contact..... 9

5. Data protection 9

6. Safeguarding 10

7. Monitoring arrangements..... 10

8. Links with other policies 10

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection.

2. Use of remote learning

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

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

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

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

There are several potential justifications for not providing remote education, such as:

Practical Limitations:

Technological Barriers: The school may lack the necessary technology or infrastructure to provide effective remote education.

Resource Constraints: There may be insufficient staffing or resources to support both in-person and remote learning simultaneously.

Home Environment: The pupil's home environment might not be conducive to learning, lacking proper space, internet access, or parental supervision.

Educational Concerns:

Quality of Education: The school might believe that the quality of education delivered remotely is inferior to that provided in-person, particularly for subjects requiring hands-on learning or laboratory work.

Engagement and Interaction: There might be concerns about the pupil's engagement, participation, and social interaction when learning remotely, which are crucial for their overall development.

Learning Support: Certain support services (e.g., special education, counselling) may be challenging to deliver effectively in a remote setting.

Health and Safety Considerations:

Medical Advice: The decision might be based on medical advice suggesting that remote learning is not beneficial for the pupil's specific type of recovery.

Supervision and Care: The pupil might require medical supervision or care during school hours that can only be provided effectively in the school setting.

Logistical Challenges:

Coordination Difficulties: Coordinating between remote and in-person learners can be complex and may disrupt the overall teaching plan.

Consistency: Maintaining a consistent educational experience for all pupils might be challenging if some are remote and others are in-person.

Ultimately, each justification will be carefully weighed against the individual needs of the pupil and the potential impact on their recovery and education. A collaborative approach involving educators, healthcare providers, and the pupil's family will help determine the most appropriate course of action.

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.

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. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between their normal working hours for briefings and contact and should teach lessons as directed during these times.

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, contacting the headteacher prior to 7.30am.

When providing remote learning, teachers are responsible for:

Setting work:

- All work should be aligned to the existing school curriculum and should cover the amount of work normally covered during a school week in their subject
- For those pupils learning on paper-based packs, sufficient work of an appropriate level should be set and delivered to the front office as requested
- For pupils learning remotely using IT facilities, staff will be expected to deliver timetabled lessons lasting 35 minutes using Microsoft teams
- Work must be set on Office 365 / Satchel: One, but individual tasks can be set using our other remote learning portals
- Teachers are expected to be aware of which pupils should be attending remote sessions using our remote learning provision list
- In lessons where a TA is not available, teachers will be expected to take the register and log points using the BehaviourWatch system.

Providing feedback on work :

- All pupils should submit their online work via Office 365 / Satchel:One, where possible
- All feedback from all online learning portals should appear on Office 365 / Satchel: One as pupils and parents / carers are made aware of the feedback and level
- All marking and feedback should be in line with school policy
- For pupils who are working paper based, the learning packs should be marked on their return to school by individual subject teachers and should be kept on file as evidence of their learning.

Keeping in touch with pupils who are not in school and their parents / carers:

- All parents / carers should be contacted at least once a week via Behaviour Watch and any specific outcomes should be recorded.

- For pupils who are working with learning packs or those deemed most vulnerable, the Designed Safeguarding Lead will highlight extra contact requirements and timings as required.
- Normal safeguarding procedures should be followed in the case of any safeguarding concerns or issues
- Pupils causing issues in online learning sessions should, in the first instance, receive a call home to discuss the issue, then proceed as per the behaviour policy.
- At Hailey Hall we respect a healthy work-life balance and replies during non-working hours, (8:30 am to 5:00 pm) may be delayed.

Attending virtual meetings with staff, parents / carers, and pupils:

- Teachers will ensure that when delivering lessons, they are dressed appropriately, and the background of their screen is suitable for school children to see. Appropriate dress does not mean, however, that staff are expected to wear business attire.

Teachers will not be expected to deliver virtual lessons at the same time as in school lessons and the temporary timetable would suitably reflect this.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal 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, contacting the headteacher prior to 7.30am.

When assisting with remote learning, teaching assistants are responsible for:

➤ Supporting pupils who are not in school with learning remotely:

- Working with pupils during virtual lessons as directed by the teacher
- Taking the register and awarding points via BehaviourWatch
- Managing the chat function whilst teachers are delivering and answering questions, where able and appropriate.

➤ Attending virtual meetings with staff, parents / carers, and pupils:

- Teachers and teaching assistants will ensure that when delivering lessons, they are dressed appropriately, and the background of their screen is suitable for school children to see. Appropriate dress does not mean, however, that staff are expected to wear business attire.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning, especially around the delivery of any Catch-Up curriculum and ensuring pupils in and out of school are covering the same content
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent and providing support where needed
- 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.
- 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
- Making decisions about the use of online video lessons such as Oak National Academy.

3.4 Senior leaders

Alongside any teaching responsibilities, senior / middle leaders are responsible for:

- **Mr Aldiss** is responsible for coordinating the remote learning provision across the school
- **Mrs Martin** is responsible for managing the tutor programs across the school, barring Maths, which **Ms Taylor** is responsible for
- Monitoring the effectiveness of remote learning through observation, feedback and pupils and parent / carer questionnaires
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- 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
- 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
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

The DSL will manage Child Protection referrals, be in regular contact with external agencies, including Children Services and those involved with CLA pupils, and liaise with the headteacher.

The DSL will ensure that relevant policies and procedures are reviewed and understood by all staff. They will act as a source of support, advice, and expertise to staff on all matters of safeguarding.

For a full description of responsibilities refer to the Hailey Hall Child Protection policy, The Designated Safeguarding Lead.

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents / carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents / carers with accessing the internet or devices
- Ensuring the function of laptops provided to pupils by the school.

3.7 Pupils and parents / carers

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
- Behave appropriately during online learning and meet the expectations set out in the Behaviour Policy.

Staff can expect parents / carers with children 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 either from subject teachers, subjects lead, IT support or **Mr Aldiss** as remote learning lead

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

3.8 The Trustees

The Trustees are responsible for:

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

4. Who to contact

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

- Issues in setting work – **Mr Aldiss** (aldiss@haileyhall.herts.sch.uk)
- Issues with behaviour – follow Behaviour Policy **Mr Foster** (pfoster@haileyhall.herts.sch.uk)
- Issues with IT – talk to IT support. (ITsupport@haileyhall.herts.sch.uk)
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer **DPO** (DPO@haileyhall.herts.sch.uk)
- Concerns about safeguarding – talk to the DSL, **Ms Sharp** (ssharp@haileyhall.herts.sch.uk).

5. Data protection

5.1 Accessing personal data

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

- Access data through their school Office 365 account or via the School's secure remote server
- Staff will be provided with a school laptop, for them to work remotely from home. However, some staff have their own equipment and may use this instead.

5.2 Processing personal data

Staff members may need to collect and / or share personal data such as email addresses, telephone numbers etc. as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and / or share as little personal data as possible online. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the Hailey Hall website.

5.3 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.

6. Safeguarding

The Safeguarding and Child Protection Policies can be found on the Hailey Hall website, on CPOMS, or on request from the school office.

7. Monitoring arrangements

This policy will be reviewed annually by Mr Aldiss, Remote Learning Lead. At every review, it will be approved by the headteacher.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child Protection policy and coronavirus addendum to our Child Protection and Safeguarding policies
- Safeguarding Policy
- Data Protection policy and Privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy.