

Woodland Academy Trust

**Remote Education Policy**

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Approved by:	Executive Board
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Woodland Academy Trust is committed to inclusion, diversity and promoting equal opportunity for all. All schools within the Trust share this commitment, providing an inclusive environment. This objective applies to all policies and procedures and the Trust will at all times adhere to the requirements of the Equalities Act 2010 and any other associated guidance.

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## **Statement of intent**

At Woodland Academy Trust, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil, for example a pupil who cannot attend school due to health needs, or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with online lessons, such as: systems and technology, safeguarding, conduct, and accessibility. At Woodland Academy Trust, live lessons are not provided.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Ensure all pupils have the provisions required to take part in online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

## **1. Legal framework**

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

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2023) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2022) 'Keeping children safe in education'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Behaviour and Relationship Policy
- Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct
- Technology Acceptable Use Agreement for Pupils
- Technology Acceptable Use Agreement for Staff
- Cyber-security Policy
- Records Management Policy
- Marking and Feedback Policy
- Children Missing Education Policy
- Supporting Pupils With Medical Conditions Policy

## **2. Roles and responsibilities**

The Local Academy Committee will be responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy every three years in conjunction with the headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.

- Deciding whether information regarding the school's remote education offering should be published on the school's website.

The headteacher will be responsible for:

- Ensuring staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting termly reviews of the online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.
- Identifying an appropriate member of staff to liaise with external support agencies as necessary, such as the local hospital school.

Staff members will be responsible for:

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

The SENDCO will be responsible for:

- Liaising with the ICT Associate to ensure that the technology used for remote education 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 during periods of remote education, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and ILPs.
- Identifying the level of support or intervention that is required while pupils with SEND receive remote education.

- Ensuring that the remote education provision put in place for pupils with SEND is monitored for its effectiveness.
- Liaising with the headteacher in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The DSL will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT Associate to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The SBM will be responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The ICT Associate will be 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 pupils and staff.

Parents will be 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.

- Reporting any absence in line with school procedures.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.

Pupils will be 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 and any safeguarding concerns or incidents to their teachers 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 and Relationships Policy at all times.

### **3. Resources**

#### **Learning materials**

The school will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the school may make use of the following:

- Printed resources, e.g. worksheets
- Current online learning portals (Showbie)
- Educational websites
- Pre-recorded video or audio lessons
- Oak National

The school will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Where remote education is needed, the school will ensure that it is equivalent in length to the core teaching pupils would receive in schools and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Remote education will be provided for three hours a day on average across the cohort for KS1, with less for younger children, and four hours for KS2.

When setting remote education work, the school will consider the pupil's age, stage of development and any SEND. The school will also consider where this would likely require significant levels of support from parents, e.g. younger pupils or pupils with SEND who likely need parental involvement to facilitate engagement with remote education.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for this.

Work packs will be made available for pupils who do not have access to the internet – these packs can be collected from the school office.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with the school's Marking and Feedback Policy.

### **Food provision**

The school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks, and will work with their catering provider to ensure good quality lunch parcels are provided to pupils eligible for FSM who are accessing remote education until they are able to attend school.

### **Costs and expenses**

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises, or childcare costs.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

## **4. Safeguarding**

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education. Parents will be made aware of what their children are being asked to do, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with.

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education. Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using school phones where possible. All contact with vulnerable pupils will be recorded on CPOMs and suitably stored in line with the Records Management Policy. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

The DSL will meet, in person or remotely, with the relevant members of staff termly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.



The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the [government-approved resources](#) on child online safety to support parents further.

## **5. Online safety**

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

All staff and pupils using video and/or audio communication (for example in pre-recorded lessons) will:

- Wear suitable clothing – this includes others in their household.
- 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 or audio material without permission.
- Always remain aware that they are visible or can be heard.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

## **6. Health and safety**

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

## **7. Attendance and absence**

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

The school will continue to record pupil attendance and absence in the register in line with the education regulations, using the most appropriate code, and in line with the school's Attendance Policy.

Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks. The school will liaise with other agencies for guidance as necessary, such as the local hospital school, to ensure that an appropriate amount of work is being set.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform their child's teacher no later than 8:30am if their child is unwell.

The school will monitor absence and lateness in line with the Attendance Policy.

For individual cases where a pupil is unable to attend school but is able to partake in remote education, the school will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the pupil back to school. Remote education will only be provided when it is judged that its provision will not adversely affect the pupil's return to school, and will be carefully planned in partnership with the family and external agencies where relevant

## **8. Monitoring and review**

The headteacher, SENDCO and DSL will review the measures outlined in this policy termly to ensure it reflects the most up-to-date circumstances of the school's online learning provision.

The headteacher and governing board will schedule a review of the effectiveness of this policy every three years, or when new guidance is released

Any changes to this policy will be communicated to relevant stakeholders, including parents and teachers.