



**Transforming
Futures**
TRUST

Remote Learning Policy

Policy Information	
Policy Owner	Trust
Issue Version	1.0
Approving Committee	Education, Safeguarding & Wellbeing
Adopted Date	September 2023
Review Cycle	Bi- Annual
Last Review Date	June 2024
Next Review Date	July 2026

Adoption of the Policy

This Policy has been adopted and reviewed by the Senior Leadership Team and Community Participation Group of ACE Tiverton, part of Transforming Futures Trust.

Signed H C Smart – Executive Headteacher

Date June 2024 (CPG Mtg Jun 24)

Remote Learning Protocol 2024

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
- 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.

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.

Roles and responsibilities

Remote learning for students

We will provide links to our virtual classroom based within the Trust Microsoft Teams application. This enables appropriate remote learning for students that are not able to attend school so that no-one will fall behind. Each class has its own team containing subject channels. Students can follow their physical learning timetable via the use of learning tasks uploaded into each channel but also by dialling into live lessons using the video and voice calling elements of this software. Additionally, we can provide a mirrored experience for TA support using the chat facility with individual students that enables privacy and dignity to be maintained to the highest level.

Senior leaders

The Assistant Headteacher for Progress and Preparation for Adulthood (Rhys Davies), has overarching responsibility for the quality and delivery of remote education.

- 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.
- 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

They are also responsible for:

- Co-ordinating the remote learning approach across the school – if you've assigned 1 member of staff to lead on this, highlight them here
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers.
- 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.

Staff expectations

- Teachers will plan lessons that are relevant to the curriculum focus for that year group and to place at least one extended learning task onto their subject TEAMS channel, every week from the beginning of the academic year. This will mean that students will have a consistent supply of resources to support remote learning.
- Teachers will post learning at least one hour prior to the lesson to ensure that materials are accessible for each student.

- Where a student is accessing remote learning from home, they will follow their in-school timetable to ensure as much consistency and routine as possible. Where possible, remote access to live lessons will be enabled using TEAMS.
- Any resources used, including websites and worksheets, should, where possible, be shared with home learners via the appropriate subject TEAMS channel. Staff will add these resources to their class channel electronically and share with the student and their family how best to access and use the resources.
- The school will provide a paper pack of resources on request only, these will be aligned as closely as possible to the remote learning timetable and tasks.
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via email. Staff and parents should communicate via the subject teacher or Learning Family Leader's email addresses. Staff are not expected to respond to emails outside of normal working hours.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.
- Where staff have a Pastoral or Teaching Assistant role, they will be given a specific task to fulfil within the remote classroom e.g monitoring chat, providing wellbeing support, contact with individual students to monitor wellbeing.

Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. ACE Tiverton recommends that each 'school day' maintains structure. A suggested timetable will be put on Learning Family Channel on TEAMS
- Should anything be unclear in the work that is set, families can communicate with class teachers or the Learning Family Leader via the class email address or by contacting the school office. They should make clear which year group and subject the question relates to.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting students with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on devices that are not supplied by us. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of iPads etc). These will be discussed on case-to-case basis.

Remote Safeguarding Protocol:

ACE Tiverton will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using I-Pads and computers in school, appropriate supervision will be in place.

Peer on Peer Abuse:

ACE Tiverton recognises that during any remote learning process, an alternative approach may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Safeguarding Policy. The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded in the usual way and appropriate referrals made.

Supporting children not in school:

ACE Tiverton is committed to ensuring the safety and wellbeing of all our students. Where the DSL/Deputy DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. A record will be kept of any contact made via CPOMS with urgent issues being raised through email and telephone call to the DSL/Deputy DSLs. The communication plans can include but is not limited to the following: remote contact, phone

contact, video conferencing/calling and door-step visits. ACE Tiverton will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Attendance monitoring

We will continue to monitor student attendance in the form of engagement with remote learning and contact made between school and home. We will record attendance as outlined in the DfE Guidance, using an X code to indicate a student who is absent due to a Covid-19 reasons. We will add further details via the 'comments' box or through an entry on CPOMS as needed.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. CPOMS should be filled in and sent to a DSL/Deputy DSL. This will then be assessed and dealt with in the most appropriate way.

Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher. All current policies and protocols regarding complaints, whistleblowing and grievances apply irrelevant of whether a member of staff is working on site or isolating from home. All absence policies apply for ill-health or requested absence.

Keeping Staff Safe:

Staff are expected to work within the robust safeguarding and professional framework embedded into practice through our code of conduct and safeguarding practices. Staff are expected to only use school devices for communication or online teaching/contact. Where this is not possible, staff will be given clear instructions about how to hide their personal contact details when using their own devices.

Where staff are undertaking doorstep visits, they are expected to scrupulously follow social distancing rules and operate in a clear, transparent, and morally appropriate way. Where offers of support are made and accepted by families, staff must inform their line manager of the extent of these offers and support prior to and after completion. Staff must not handle monies or undertake transactions in any way on behalf of families or students.

ACE Tiverton and our DSL/Deputy DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan will be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL/Deputy DSLs will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages. ACE Tiverton recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. All staff at ACE Tiverton are aware of this in setting expectations of students' work where they are at home. ACE Tiverton will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

External Support:

Devon Multi-Agency Safeguarding Hub: 0345 155 1071

Devon Childrens and Family Partnership: www.dcfp.org.uk

