



BRADGATE
Education Partnership

**Ambitious
Collaborative
Ethical**



Remote Learning Policy

Approved:
Review Date:
Responsible Officer:

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Deputy CEO

Stronger Together

This policy applies to all schools within Bradgate Education Partnership and should be read in conjunction with associated policies and Providing remote education: guidance for schools - GOV.UK (www.gov.uk).



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Remote learning is a short-term measure, where some or all pupils are unable to attend in person. It may be appropriate in situations when pupils, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as suspension/exclusion from school, or longer-term illness, assuming pupils are able to complete schoolwork at home.

This should be read in conjunction with the Trust Remote Learning Policy.

1. Aims

- 1.1 To ensure consistency in the approach to remote learning for pupils in all BEP schools.
- 1.2 To set out expectations for all members of the school community with regards to remote learning.
- 1.3 Provide appropriate guidelines for data protection.

2. Use of Remote Learning

- 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.
- 2.4 This might include:
 - Occasions when we decide that opening our schools 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.

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

2.6 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 flexibility 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.

2.7 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. The setting of remote learning work

3.1 Leaders will ensure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects.

3.2 Good practice is considered to be:

- Three hours a day on average across the cohort for KS1, with less for younger children.
- Four hours a day for KS2.
- Five hours a day for KS3.

3.3 The nature of tasks set will allow pupils to learn independently as far as possible. However, we appreciate that the specific support of an adult at home will be required for younger children in particular, and the support of all parents/carers is

an advantage, where it is available. Again, we are aware that this is not always possible.



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- 3.4 Unless there is a good reason not to, work will be set for individual classes.
- 3.5 Where work should be uploaded, teachers will provide instructions for doing this.
- 3.6 Access to the internet whilst at home is ideal for providing continuity of education. However, all schools recognise that some families may not have online access and will therefore support offline remote learning.

4. Support for pupils with SEND, EAL and other specific learning needs

- 4.1 Members of staff should make reasonable adjustments for pupils with SEND or other additional needs to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.
- 4.2 Advice on supporting specific pupils can be sought from the school SENDCo.
- 4.3 The SENDCo and their team will maintain contact with specific pupils requiring regular support.

5. Online Lessons

- 5.1 Should circumstances require whole classes or year groups to remain at home, schools may also arrange for members of staff to deliver content online (either by text or audio and/or visual means). There is however no expectation for members of staff to lead live sessions; if preferred, high quality lessons developed by external providers such as Oak National Academy can be provided instead of school led video content.
- 5.2 Schools will use a platform such as Teams, Onedrive, SharePoint or Class Dojo that allow resources to be shared, to provide teaching and to allow pupils to ask questions.
- 5.3 Where schools choose to provide live sessions, pupils will be provided with details of these sessions and will be expected to participate in them if they are asked to and have access to technology. Live sessions can be particularly helpful as they replicate the classroom and allow a form of interaction with members of staff for pupils.

6. Assessment



6.1 Providing timely and helpful feedback is an embedded feature of teaching and learning within our schools. This is clearly more challenging with remote learning, but members of staff will endeavour to provide feedback to pupils should whole classes or year groups have to remain at home. Under normal circumstances, not all pieces of work are formally assessed by members of staff, and this would continue to be the case.

6.2 When setting assessed work, members of staff are encouraged to ensure that it is designed in such a way that meaningful feedback can be provided.

6.3 Possible methods may include:

- Providing whole-class feedback rather than feedback on individual pieces of work; this is an effective way of providing feedback, supported by findings from educational research.
- Using the "Comments" function on online documents.
- Providing feedback from within previous work set when providing further work.
- Sending a direct email or online message to pupils with specific feedback/targets.
- Feedback provided via a website/piece of software.
- Issuing oral feedback during live lessons.

7. Data Protection

7.1 Data protection policies and GDPR apply to remote learning.

7.2 Confidential data to allow communication with those in the school community is accessible to members of staff for communication purposes only. This information must not be recorded/printed from the school management system (Arbor), without direct permission from the headteacher.

7.3 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 (eg 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.

7.4 If you have any concerns regarding data protection, please speak to a senior leader at the relevant school.

7.5 Support on delivering online remote education safely is available from:

- Safe remote learning published by SWGfL <https://swgfl.org.uk/resources/safe-remotelearning>
- Online safety and safeguarding, published by LGfL <https://www.lgfl.net/onlinesafety/default.aspx>
- The National Cyber Security Centre, which includes which video conference service is right for you <https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidanceorganisations> and using video conferencing services securely <https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely>
- Safeguarding and remote education [Safeguarding and remote education - GOV.UK](#)
- Annex C of keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

8. Expectations of pupils

8.1 Assuming that a pupil is healthy and well enough to work, they will be expected to participate as fully as possible in the remote learning process (online and/or offline), attending relevant live sessions, completing independent work and submitting any assessed tasks promptly and to the best of their ability. Pupils may also be expected to read and respond to communication from the school.

8.2 In the event of extended class, year group or school closure, members of staff will continue to deliver content in line with existing schemes of work. If any pupil misses significant parts of the content, they will be able to view material posted online and the school will consider how to help pupils to catch up once the school reopens.

8.3 If there are questions about a pupil's overall workload (eg a pupil feels they are overwhelmed, falling behind or cannot access work), these should be directed to the pupil's class teacher or tutor/head of year.

8.4 Pupils should have basic resources at home that will include exercise books/folders from school and writing equipment. The school does not expect pupils to have access to any specialist equipment that would usually be provided by the school (eg science or art).



9. Expectations of members of staff

9.1 Members of staff are expected to plan and set remote learning work to support both individuals and classes as required.

9.2 Online video lessons do not necessarily need to be recorded by teaching staff at the school. If preferred, high-quality lessons developed by external providers such as Oak National Academy can be provided instead of school led video content.

9.3 Members of staff should ensure they have effective internet access at home and/or at school. If there are IT related issues while remote working, members of staff should utilise the IT helpdesk.

9.4 The setting and assessment of remote learning tasks takes place in accordance with school policies and in line with The Education Endowment Foundation (EEF) research, that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom, which include:

- Ensuring pupils receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills.
- Enabling pupils to receive feedback on how to progress.

9.5 If there are any concerns around the setting and assessment of work, members of staff should discuss this with their line manager.

9.6 All members of staff should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen.

9.7 Members of staff must work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, members of staff will instruct pupils to take relevant books and equipment home.

9.8 Members of staff are responsible for providing constructive feedback to their pupils in a timely manner.

9.9 In the event of a member of staff being unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to their classes.

Please note that arrangements for reporting and for support with sickness absence during this period should be conducted in line with current school policies.



9.10 There is an expectation that members of staff will respond to reasonable amounts of communication from pupils, parents/carers and colleagues during their normal working hours. 9.11

Email communication must always occur via official school channels, and not through personal accounts or other websites.

9.12 If contact is deemed excessive, the line manager will be able to support and, if necessary, escalate to senior leaders. Members of staff should ensure that communication with pupils and parents/carers takes place during usual office hours.

9.14 In order to ensure members of staff are able to support the minimum expectations outlined above, schools will provide training opportunities.

9.15 Members of staff should ensure that they are prepared to deliver remote learning prior to potential class, year group or school closure. If members of staff require support with any aspects of remote learning, they should discuss this with their line manager, IT specialist or senior leader.

10. Expectations of senior leaders

10.1 Senior leaders are responsible for the remote learning policy, as it applies to their school.

10.2 In order that we are providing a consistent approach, senior leaders are responsible for overseeing the nature, frequency and effectiveness of remote learning tasks set and assessed. This may include regular contact with teachers and subject/key stage leaders, reviewing work that has been set or taking feedback from pupils and parents/carers.

10.3 As part of monitoring arrangements, senior leaders will take a wider view of the curriculum being offered to pupils and ensure that it is broad and balanced and reflects, as far as possible, the school day.

10.4 Senior leaders will monitor the security of remote learning systems, including data protection and safeguarding considerations.

10.5 Senior leaders will share, via the headteacher, successes and failures in relation to remote learning, with other school leaders within the trust.

10.6 In the event that a whole class or year group is required to work from home, senior leaders are responsible that effective communication channels are in place across the school community. The primary aim will be maintaining contact with families, with the safeguarding and wellbeing of children in mind.



11. Pastoral care during a school closure

11.1 In event of a school closure, the primary responsibility for the pastoral care of a child rests with parents/carers. However, all schools will have a system for pastoral monitoring remotely. This will be to check upon the wellbeing and safety of pupils, as well as to monitor academic progress.

11.2 Feedback will be provided to senior leaders, particularly if there are concerns or a lack of communication with any family.

12. Safeguarding during school closure

12.1 In the event of pupil, class, year group or whole-school absence, Keeping Children Safe in Education and the school's Safeguarding & Child Protection Policy still apply to all interactions between pupils and members of staff.

12.2 Any questions or concerns about safeguarding should continue to be raised immediately with the school Designated Safeguarding Lead.

13. Monitoring Arrangements

13.1 This policy will be reviewed on a two-year basis and/or following changes made by the DfE.