



THE REACH FREE SCHOOL

Remote Learning Policy

1. Monitoring and Review:

The Curriculum and Community Committee of The Reach Free School will monitor the impact of this policy to ensure that the education provided remains as high quality as possible. Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons. This policy will be reviewed annually by The Reach Free School's Governing Body.

Created: September 2020

Revised: September 2023

Ratified by the Governing Body: September 2020

Date of Last Review: September 2023

Date of Next Review: Autumn 2024

Change History	Date	Change(s) Made	Change Author	EDI ¹
V2.1	Sept 2023	Policy reviewed - minor changes and formatting	ASM	Yes
V2.0	Jul 2022	Policy updated to reflect practices post-pandemic	RBO	Yes
V1.1	Sept 2021	Minor updates to the policy to reflect current working practices.	ASM	
V1.0	Sept 2020	Policy created	ASM	

2. Purpose

2.1 The purpose of this policy is to outline the school's approach to remote learning where children cannot attend school. Occasions when pupils are unable to attend school include:

- The school is closed for a period due to unforeseen reasons.
- Occasions when individual pupils, for a minimum period of 15 consecutive days, are on a reduced or personalised timetable.
- Occasions when individual pupils for a minimum period of 15 consecutive or cumulative days, are unable to attend school due to health issues but able to continue learning at home or in an agreed location.

2.2 This policy will:

- provide information to ensure there is a consistent approach to remote learning for pupils who are not in school.
- set out expectations for all members of the school community with regard to remote learning.
- provide guidelines for data protection.

2.3 It is important that all staff, parents and pupils understand and follow this policy carefully in order for themselves, their peers and teachers to remain safe and access a suitable education provision. This policy outlines the expectations of staff, pupils and their parents. This should eliminate the chance of any of the negative outcomes occurring for pupils needing to access remote learning.

2.4 If the school is closed for a period of time, for any unforeseen reason, then live lessons will be the preferred method of delivery.

¹ Any changes or revisions to the policy have considered equality, diversity and inclusion.

2.5 If the school is open then non-live lessons will be the preferred method of delivery. This includes the use of Google Classroom and other suitable online learning resources.

2.6 In extenuating circumstances such as prolonged medical absence, live lessons will be considered for pupils undertaking GCSE courses. This will be an agreed arrangement as part of the graduated approach for those with an EHC Plan or ESMA plan and require appropriate hardware to be provided for the classroom.

3.1 Staff

Normal professional standards apply and staff should be particularly mindful of:

- the Staff Code of Conduct
- Safeguarding and Child Protection Policy
- the Social Media Policy
- the Remote learning guidance

3.1.1 Staff should continue to observe professional conduct and any online session ('remote' or 'live') will be treated in the same way as a classroom lesson.

3.1.2 Staff should dress appropriately and ensure a setting which has a plain background and has no personal information on display. This should also include vigilance regarding what is displayed on their screen.

3.1.3 Staff should continue to follow safeguarding procedures and policies during all live learning.

3.1.4 Staff should be clear when using links to other online resources, that these resources are appropriate in nature and relevant to the learning process. This will be assured through a careful checking process, prior to the setting of work which might signpost pupils to other online resources.

3.1.5 Any contact with pupils should only be through the platforms agreed by the school and not through personalised accounts open to public viewing, comments or sharing.

3.1.6 Teachers may turn off the camera to disable video and have audio only, with slide shows to promote a productive learning environment.

3.1.7 One-to-one communication will only be undertaken with the explicit prior agreement of the Deputy Headteacher - Quality of Education for clearly specified reasons.

3.1.8 Staff must ask for further assistance in a timely manner if there are any concerns or uncertainties with technology.

3.1.9 Content will be age-appropriate and in line with the curriculum schemes that are in place - including retrieval and phased new knowledge.

3.1.10 Pupils will be reminded at the start of the session that by joining in, they are confirming that they understand and agree with the pupil expectations below.

3.1.11 In the event that the school is closed due to unforeseen circumstances, all 'remote' or 'live' learning will be made accessible to the whole class. Particular focus should be considered for

students with SEND. In the event the school is open then 'non-live' lessons will be made accessible to those on a reduced or personalised timetable via Google Classroom.

3.1.12 In extenuating circumstances 'live' lessons will be made accessible using Google Meets set up via Google Classroom.

3.1.13 In the event that the school is closed due to unforeseen circumstances, 'live' sessions will be recorded in the event that the session needs to be reviewed.

3.1.14 All lesson materials and instructions should be uploaded to Google Classroom in line with the normal school timetable for pupils to access, including any assignments or resources that they require and a link provided to the relevant Oak National Academy lesson or similar supporting material, where available.

3.1.15 Staff should give feedback on pupil's work using the 'Whole Class Feedback' sheet in line with the expectations laid out in the Cycles document (every 3 weeks).

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

- Issues in setting, monitoring completion and providing feedback on work – talk to the Head of Department or SENCo.
- Issues with behaviour – talk to the Head of Department.
- Issues with IT – Assistant Headteacher (Andy Noble).
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the Data Protection Officer (Debbie Pash).
- Concerns about safeguarding – talk to the DSL (Joanne Kelly).

3.2 Assistant Teachers

3.2.1 When assisting with remote learning, Assistant Teachers must be available during their normal working hours.

3.2.2 If they are 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.

3.2.3 When assisting with remote learning, Assistant Teachers are responsible for supporting pupils identified by the SENCo.

3.3 Heads of Department and SENCo

3.3.1 Alongside their teaching responsibilities, heads of department 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, accessible and consistent.
- Working with teachers to monitor and provide feedback in line with expectations set out in the Cycles document.
- Working with other heads of department and senior leaders to make sure work set remotely across all subjects is appropriate, accessible and consistent, and deadlines are being set at an appropriate distance away from each other.

- Monitoring the remote learning set by teachers in their subject to ensure it promotes good progress and outcomes by pupils and makes accurate and productive use of assessments
- Alerting teachers to resources they can use to teach their subject remotely.

3.4 Senior Leaders

3.4.1 Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning and deploying support as necessary to Heads of Departments and/or teaching staff
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

3.5 Designated safeguarding lead

The DSL is responsible for ensuring that the Safeguarding and Child Protection Policy is updated and actively used even when pupils or teachers are not in school.

3.6 Assistant Headteacher responsible for IT

The Assistant Headteacher responsible for IT will:

- Fix issues with systems used to set and collect work.
- Help staff, pupils and parents with any technical issues they are experiencing.
- Review the security of remote learning systems and flag any data protection breaches to the Data Protection Officer.
- Assist pupils and parents with accessing the internet or devices.

4. Pupils

- These expectations are designed to support pupils in staying safe online and enriching the learning experience of all pupils.
- It is essential that pupils approach live sessions in the same way and with the same conduct as is expected in the usual classroom setting.
- Where appropriate, and in line with the school's behaviour policy, if a child's behaviour falls below expectations, opportunities to address this will be provided by the teacher in the live session. However, if this continues, pupils will be removed from the live session and parents will be contacted. This could result in a child being removed from some or all future live sessions.

4.1 Pupils should regard live sessions via the internet in the same manner as classroom learning.

4.2 Taking part in a live session online is an understanding and acceptance of these expectations and of the fact that lessons will be recorded.

4.3 Pupils may only use technology at home with the permission of their parent, guardian or carer.

4.4 Pupils should use appropriate classroom language.

4.5 Pupils should attend online lessons from an appropriate open space at home – e.g. a living room

4.6 Pupils should follow school behaviour expectations and policies.

4.7 In the event the school is closed due to unforeseen circumstances, pupils should have their cameras on during live sessions unless otherwise approved by their teacher. In extenuating circumstances where a pupil has a prolonged absence and has been approved to participate in 'live' lessons (as per their plan), pupils should have their camera and audio off.

4.8 Pupils should be dressed appropriately for learning in home clothes (e.g. no pyjamas, no vest tops, hats or hoods etc.) and follow the normal non-uniform day motto "no straps, no gaps!".

4.9 Pupils should remain attentive and respectful during sessions and ensure that they are free from distractions.

4.10 Pupils may not use personal social media in lesson time, nor may they be involved in any other activity.

4.11 Pupils must not use school platforms to discuss personal matters (other than to communicate safeguarding concerns.)

4.12 Pupils must not share their password with any other child or organisation; their parents are permitted under the understanding of confidentiality.

4.13 During live learning pupils must not browse, download, upload or forward material that could be considered offensive or illegal. If a child comes across any such material, they should report it immediately to their teacher and parent, guardian or carer.

4.14 Pupils must not record, take 'screen shots', take photos or in any other way electronically record or share any part of a live session, especially any images or recordings of other pupils or teachers.

4.15 Pupils may not make derogatory verbal or written comments about anyone (ever) – this could be perceived as online bullying; nor should lessons be commented on in any public manner.

4.16 Any contact with school staff should only be through the platforms agreed by the School and not through personalised accounts open to public viewing, comments or sharing.

4.17 Pupils must ensure that all communication with other pupils and teachers is appropriate, responsible, respectful and sensible.

4.18 While important at any time, pupils must remember that anyone involved in live sessions may be having a particularly challenging time of which they may not be aware, and so the need for respectful behaviour is especially paramount.

4.19 Where relevant, if pupils are communicating through emails or the chat feature in live sessions, pupils should avoid using shorthand text speak and write as they would do in class. (Only school email should be used and only when appropriate and in an appropriate manner.)

4.20 Further guidance for pupils is available [here](#).

4.21 Pupils should:

- Upload completed work to Google Classroom or take photos and upload them so that their teacher can review what they have completed.
- Be contactable during the school day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or assistant teachers.
- Alert teachers if they are not able to complete work.

4.22 Pupils should never respond to requests for live sessions from unknown sources and must not respond to any contact requests from people they do not know.

5. Parents, Guardians or Carers

5.1 Parents, Guardians and Carers have an essential role in safe and effective learning taking place, both remote and live, with an awareness of the challenges this can present. Specifically, this includes:

- An awareness of the expectations of their child (listed above).
- An awareness of when live sessions are taking place and so ensuring that their child is in a position to meet the expectations of pupils.
- An awareness of the remote learning available to their child and their level of engagement.
- An awareness of how their child is using ICT, particularly in relation to online safety.
- An awareness of guidance (or signposting to guidance) in relation to these issues available [here](#).
- An awareness of who to contact if there are any concerns relating to online safety or any other matter relating to remote or live learning. This should be their child's Head of House.

5.2 Parents, Guardians and Carers should:

- Via the normal absence reporting procedures, make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the School if they need it, by contacting their child's Head of House.
- Be respectful when making any complaints or concerns known to staff.

6. Links with other policies

Safeguarding and Child Protection Policy

Online Safety Policy

Teaching and Learning Policy

Behaviour Policy

Data Protection Policy

Home-school Agreement

Acceptable Use Policy