REMOTE LEARNING POLICY

Status	Non-Statutory	Date created	July 2020
Any other statutory names for this policy		Date first approved	30 September 2020
Responsibility for this policy	Deputy Headteacher	Date last reviewed	Autumn 2026
Committee with responsibility for its review	T&L/HT	Frequency of review	Every three years
Tick here if Bucks Policy attached in its entirety		To be put on the school website? Yes/No	Yes
Approval necessary	T&L Committee		

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for students during a period of partial opening of the 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.

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

Our aim is one of blended learning, during a period of temporary School closure or partial School closure, providing live, pre-recorded and drop-in Q&A sessions, combined with independent learning, set via Google Classroom. The exact balance of these elements is up to the teacher's judgement as to what works best for the content being delivered. The balance also depends on what the teacher is able to do, given their personal circumstances. However, in all cases, we will seek to provide regular interaction between the teacher and the class. We will provide on average 5 hours of learning activities a day for students in KS3 and 4 and the timetabled equivalent for students in KS5. We will continue to deliver a well-planned, well-resourced and well-sequenced curriculum.

Whilst the remote learning will be set via Google Classroom, tasks should not be completed exclusively online. Students should still be encouraged to write in their books or on paper, as appropriate to the type of task; pictures of work can be uploaded for monitoring purposes.

This policy is not applicable to those students who are at home on an individual basis, for example because they are unwell or suspended. Students who are unable to attend school on an individual basis will, in general, be expected to remain at home and recover in order to return to in-person learning as soon as possible. In exceptional circumstances, and agreed by the Leadership Team only, students will be able to access lessons remotely and this guidance will need to be signed by the parent and student.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers should be available between 0845 and 1530 unless they are unable to work due to reasons such as ill-health. If a teacher is unable to set remote learning, cover work will be coordinated by the Head of Department (HOD) or in the case of a HOD, their line manager. Staff should report absence from work as usual by contacting the Cover Officer.

It is essential that teachers check emails during the course of the day, including the start and end of each School day. When setting remote learning they should:

- Provide details of each remote learning lesson for their own classes
- Set work via Google Classroom, scheduling it for the timetabled lessons, or the start of the day if more appropriate
- Ensure consistency (see below) by working with their HOD to set either year group or class notifications on Google Classrooms
- Ensure that they make reasonable adjustments to ensure SEND students can access learning fully, adapting teaching and learning in line with strategies outlined on One Page Profiles and ensuring it is equally ambitious for all
- Work collaboratively with the SENDCo and Learning Assistants to ensure targeted interventions and assistive technology are effectively integrated into remote tasks

Teachers are expected to provide feedback[1] on students' work and need to consider:

- How they will get access to completed work from students
- How they will share feedback with students
- The frequency of providing feedback and agreed timings for returning work to students, in line with the Teaching & Learning strategy.

Staff will aim to monitor and support students' progress by:

- Recording on SIMS students who are not engaging with remote learning using a behaviour mark
- Monitoring communications regarding any student concerns, e.g. via Edulink, SIMS or email, and CPOMS or refer to the Head of Year to flag any concerns
- Emailing the student to follow up on work (this could be sent as a private comment linked to the assignment set on Google Classroom)
- Managing questions or concerns shared by parents/carers and students in the usual way.

When conducting virtual meetings teaching staff should:

- Ensure they follow our safeguarding procedures as set out in the Child Protection and Safeguarding Policy
- Dress appropriately
- Consider the location for this meeting by avoiding areas with background noise and ensuring nothing inappropriate is in the background
- Use proper online conduct, such as appropriate language
- Only use times scheduled to them, for a particular class, as per the timetable.

3.2 Heads of Department (HODs)

HODs must ensure that they either have access to every team member's Google Classroom or create a year group Google Classroom for ease of supporting students if a member of staff is unable to share remote learning. Alongside their teaching responsibilities, HODs 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 and consistent
- Working with other HODs and the Leadership Team 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
- If the remote period is for more than a week, monitoring the remote work set by teachers in their subject
- Alerting teachers to the location of resources they can use to teach their subject remotely

[1] Feedback includes verbal, written or whole class discussion

- Closely monitoring information provided by Awarding Bodies for any changes to specifications.

3.3 Learning Assistants and SENDCo

When assisting with remote learning, the SENDCo and Learning Assistants should be available between 0845 and 1530. If they are unable to work for any reason during this time, for example due to ill-health, they should report this using the normal absence procedure.

When attending virtual meetings Learning Assistants should:

- Ensure they follow our safeguarding procedures as set out in the Child Protection and Safeguarding Policy
- Dress appropriately
- Consider the location for this meeting by avoiding areas with background noise and ensuring nothing inappropriate is in the background
- Gain permission from students and their parents/carers, if there is a need to record the session

The SENDCo will:

- Oversee and monitor the quality and accessibility of remote education for pupils with SEND (E&K)
- Ensure reasonable adjustments and statutory EHCP provisions are maintained as far as reasonably practicable during periods of remote learning
- Maintain regular communication with parents/carers of pupils with SEND (E&K) to evaluate the effectiveness of remote arrangements and address barriers to learning
- Coordinate with local authority services and external agencies where specialist support or physical learning resources are required.

Learning Assistants will:

- Receive clear guidance from the SENDCo (and the class teacher where appropriate) regarding which pupils they are supporting and the specific focus of each session.
- Deliver targeted 1:1 sessions via Google Meet, where appropriate and agreed upon with the SENDCo and parents/carers.
- Assist pupils in navigating online platforms, accessing digital assistive tools, and completing adapted assignments.
- Report engagement, progress, and safeguarding or accessibility concerns directly to the class teacher and/or SENDCo through the normal processes.
- Follow all school safeguarding procedures when participating in virtual support meetings, including dressing appropriately, working in a quiet background environment, and securing prior consent from parents/carers if recording sessions.

3.4 Pastoral Support Team

During periods of remote learning PSAs, in discussion with Heads of Year, will:

- Monitor daily registration and lesson attendance
- Regularly review data entered on SIMS for student non-engagement in lessons and/or non-completion of remote learning tasks
- Run reports from SIMS to summarise the names of students not completing remote learning tasks
- Share concerns raised by parents/carers, staff and students at the weekly pastoral meeting
- Liaise with Heads of Year regarding contacting home to inform parents/carers of tasks not being completed

During extended periods of remote learning form tutors, in discussion with Heads of Year, will:

- Provide daily live registration periods if this is directed by the Leadership Team
- Aim to have a small group Google Meet with tutees as agreed by the team
- Provide tasks or activities that help provide a sense of community for the form group through either a form or year group Google Classroom
- Share information and support notices through either a form or year group Google Classroom

3.5 Leadership Team

Alongside any teaching responsibilities, the Leadership Team is responsible for:

- Co-ordinating the remote learning approach across the School
- Monitoring the effectiveness of remote learning by gaining feedback from staff and students using the T&L Google Monitoring Form. The frequency of this audit will be dependent upon the nature or duration of the School closure
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Lead
- Assisting students with accessing the internet or devices

3.7 Students and parents/carers

Staff can expect students learning remotely to:

- Be contactable during the School day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or Learning Assistants
- Alert teachers if they are not able to complete work
- Attend and participate in any live Google Meets offered by their teacher
- Inform the teacher in advance if they are unable to attend the Google Meet
- Dress appropriately and, as far as is possible, work in a space conducive to learning

Staff can expect parents/carers with young people learning remotely to:

- Make the School aware if their daughter is unwell or otherwise can't complete work
- Seek help from the School if they need it e.g. accessing resources for extra support
- Be respectful when making any complaints or concerns known to staff
- Ensure that young people are dressed appropriately and in an appropriate location when taking part in live lessons

3.8 Governing Board

The Governing Board is responsible for:

- Monitoring the School's approach to providing remote learning to ensure education 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

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals depending on the circumstances as listed below:

- Issues in setting work – contact the relevant HOD or SENDCo
- Issues with behaviour – contact the relevant Head of Year
- Issues with IT – contact the IT Support Team by raising a ticket
- Issues with their own workload or wellbeing – talk to their line manager or member of the Leadership Team
- Concerns about data protection – contact Lisa Greenway
- Concerns about safeguarding to be raised in line with our Child Protection and Safeguarding Policy.

5. Data protection

5.1 Accessing personal data

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

- Use SIMS to access the data, ensuring that it is closed after use
- Access the data on a provided device, to ensure that information is not accessed by anyone other than staff

Staff are reminded to collect and/or share as little personal data as possible online.

5.2 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

6. Safeguarding

The Child Protection and Safeguarding Policy can be found under 'Governance & Policies' on the AHS website. All staff must continue to follow safeguarding procedures as laid out in this policy.

7. Links with other policies

This policy is also linked to our:

- Behaviour and Exclusions Policy
- Data Protection & Confidentiality Policy
- Privacy Notices
- Acceptable Use of ICT Policy - Students
- Complaints Policy
- Child Protection and Safeguarding Policy
- Home School Expectations
- Teaching & Learning Strategy