



Huxlow Academy

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Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
AJO	T4L	06.12.23	06.12.23	Ongoing	

Remote Learning – Live Document

Policy Approver: Academy Improvement Board

Version Control

Version Number	Date of Change	Changes Made



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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:



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- 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.

3. Roles and responsibilities

- Pastoral leads
- SENCOs
- Assistant Head for Teaching and Learning

3.1 Teachers

When providing remote learning, teachers must be available between contracted working hours

Our start and finish times will vary, your core hours of work will predominantly be undertaken between Monday to Friday, 8:00am to 5:00pm, during 195 days of the year and in accordance with your directed time bud



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get. Work will occasionally be required outside of these core hours to ensure all contractual duties are fulfilled including but not limited to parent consultation meetings, staff meetings and training. You will receive advance notification of when directed time hours are required to be worked outside of the core hours at the beginning of the academic year, when the directed time budget is published. Additional hours outside of this will be self-directed hours.

If they're 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.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND 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

They are also responsible for:

Setting work – cover details such as:

- Work should be provided for students in the classes timetabled for the teacher, with Learning Leaders setting cover in the absence of a staff member.
- The amount of work in total should be 5 hours a day for KS3 and KS4, an hour for each lesson
- This work should be set the previous day to the lesson for remote learning.
- Where work should be uploaded through Goggle Classrooms, with a note and link set within GO 4 Schools to support parents.
- Curriculum intent plans should be used to ensure the curriculum is followed and where possible the exercise should not rely solely on a digital device.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
- This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- Providing feedback on work – cover details such as:



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- Completed work should be uploaded on to google classroom, but also may be physically sent back to the school.
- Feedback on work can be done via Google Email to the student's email, via the Google Classroom, or written on and returned.
- Feedback must be in line with the school feedback procedure

Keeping in touch with pupils who aren't in school and their parents/carers:

- Feedback on work can be done via Google Email to the student's email, via the Google Classroom, or written on and returned.
- Feedback must be in line with the school feedback procedure
- Teachers are not expected to reply to emails outside of normal working hours.
- Complaints or concerns shared by parents and pupils – should be reported to the head of year/subject lead and if it is a safeguarding concern recorded immediately on MYCONCERN.
- Behavioural issues should be recorded on Go 4 Schools as normal, this includes a lack of work completion.
- In periods of large remote teaching, Google Meet will be used to ensure that learners can engage with their teacher and work with peers.

Attending virtual meetings with staff, parents/carers and pupils:

- Dress code remains the same as when working within school
- Locations should, where possible, avoid areas with background noise with a blank background)

If teachers will also be working in school, lessons can be streamed to pupils learning remotely

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available [insert details of normal working hours here, ensuring the hours stated are consistent with contracts of employment].

[If your school's remote learning hours are different to your normal working hours, highlight your remote learning hours here and ensure this is also reflected in your contracts of employment.]



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If they're 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. Adapt this if the procedure is different. If it is the same, you may still want to remind staff of the procedure here.

When assisting with remote learning, teaching assistants are responsible for:

This could include:

Supporting pupils who aren't in school with learning remotely:

- Students with an EHP should be supported in the first instance where possible, and then more widely to those upon the SEND register.
- Remote support can be provided through Google Meet, using only the students Huxlow email address
- Work set by the teacher should be reviewed prior to remote support.

Attending virtual meetings with teachers, parents/carers and pupils – cover details such as:

- Dress code remains the same as when working within school
- Locations should, where possible, avoid areas with background noise with a blank background)

If teaching assistants will also be working in school, support can be given lessons can be streamed to pupils learning remotely

3.3 Learning Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

Insert details, such as:

- 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 subject leads and senior leaders 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
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely



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- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

The assistant head for Teaching and Learning 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
- Coordinating 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
- Monitoring the effectiveness of remote learning – 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 of the chosen digital platform
- Providing information to parents/carers and pupils about remote education – through the school website and Go 4 Schools.
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

[Huxlow Academy Safeguarding Policy](#)

3.6 IT staff

IT staff are responsible for:



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Insert details, such as:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school

Staff can expect parents/carers with children learning remotely to:

Insert details, such as:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a 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:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or SENCO



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- Issues with behaviour – talk to the relevant head of year
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

- Access student data via Go 4 Schools
- Using Huxlow devices provided by the school e.g. Staff laptops
-

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found [here](#).

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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)
- 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



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6. Safeguarding

[Huxlow Academy Safeguarding Policy](#)

7. Monitoring arrangements

This policy will be reviewed annually by the assistant head for teaching and learning. At every review, it will be approved by the full governing board.

8. Links with other policies

This policy is linked to our:

- [Behaviour policy](#)
- Child protection policy and coronavirus addendum to our child protection policy
- [Data protection policy and privacy notices](#)
- [Home-school agreement](#)
- [ICT and internet acceptable use policy](#)
- [Online safety policy](#)

Signed: _____
Chair of Academy Improvement Board

Date: _____