



Remote Learning Policy

Youth Challenge

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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:

- 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.

Distance Learning Provision

A small cohort of students are offered a distance learning package as a response to persistent non-attendance. In these instances, the student has access to a full on site offer whenever they choose and are encouraged to attend the school site and access a full curriculum. In order to reduce academic disadvantage, safeguard students effectively and encourage regular on site attendance, a distance learning package is put in place. This package includes a minimum of two lessons per week delivered by a distance learning teacher either in the student's home or an agreed public location. In addition to these face to face sessions, the teacher will provide sufficient work to be completed independently (please see 3.1 for details regarding the monitoring of quality and types of work set). Distance learning is always implemented as a short term intervention and is reviewed on a six weekly basis. The distance learning package will be withdrawn once a student returns to attending regular on site provision.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8:45am and 3:15pm.

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:

- Staff should provide work for the students that they would normally teach or who they have been allocated to deliver remote learning to.
- Wherever possible, the amount of work set should be in line with what they would receive if they were attending normal lessons on the school site:
 - 1 x 50 minute sessions for maths per **day**
 - 1 x 50 minute sessions for English per **day**
 - 1 x 50 mins session for PSHE per **week**
 - 2 x 50 mins sessions of BTEC subjects per **week**
- Work packs should be produced in paper format and be passed to the school admin team to dispatch. For students who have reliable access to a computer, work should be uploaded on to Teams and log in details for accessing platforms such as BKS B and Bedrock should be shared. Teams logins should be requested from Distance Learning Teacher- Phil Ogden.

- Staff should ensure that the work they set is in line with curriculum planning and enables students to learn the same topics, knowledge or skills as they would do attending the school site.

TLR holders should liaise with colleagues to quality assure the work set by teachers within their subject remit and alerting teachers to resources they can use to teach their subject remotely.

- 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 and access to technology

Teachers should adhere to the guidance below when communicating with students, parents/carers:

- Online work should be submitted via Teams or on the specific platform completed
- Where possible, teachers should provide written feedback on the platforms provided or can contact students via their school email address.
- Feedback on work packs that are returned by post should be given verbally via a phone call to the pupil's parents/carers.
- Communication via email or phone must be conducted during normal working hours only. Staff must only use their work phone and work email address. If staff do not have access to a work phone then they must only use their personal phone if their number can be withheld.
- Any complaints or concerns shared by parents and pupils should be passed directly to Viki Sutton, the Academy Lead. For guidance regarding any safeguarding concerns, please refer to the section below.
- If attending virtual lessons or meetings with staff, parents/carers and pupils, teacher should ensure that they are dressed appropriately and that they are in a quiet location. Backgrounds should not display anything inappropriate and virtual backgrounds may be used if preferred.

3.2 Learning Mentors

When assisting with remote learning, learning mentors must be available between 8:30 and 4:00pm.

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 assisting with remote learning, mentors are responsible for:

- Conducting home visits or telephone calls with pupils (as appropriate) to students that they key work to provide pastoral support to students and their families. Communication via email or phone must be conducted during normal working hours only. Staff must only use their work phone and work email address. If staff do not have access to a work phone then they must only use their personal phone if their number can be withheld. Communication with students, parents or carers should be logged on the school's CPOMS system.
- Attending and supporting virtual lessons or meetings with staff, parents/carers and pupils. On these occasions, mentors should ensure that they are dressed appropriately and that they are in a quiet location. Backgrounds should not display anything inappropriate and virtual backgrounds may be used if preferred.
- Reporting any complaints or concerns shared by parents and pupils directly to Viki Sutton, the Academy Lead.
- Reporting any safeguarding concerns to DSL, Collette Morris, in the first instance or Academy Lead, Viki Sutton, if DSL is unavailable and recording concerns using CPOMS.
- Completing tracking documents to log attendance, engagement and behaviour during remote learning sessions delivered virtually.

3.3 SENDCo

Alongside their teaching responsibilities, the SENDCo is 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

3.4 Senior leaders

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:

Insert details, such as:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning by reviewing tracking documents and eliciting feedback from staff, students 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
- Providing information to parents/carers and pupils about remote education via post or email
- 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
- Reporting any technological issues to Bolton Schools ICT and arranging resolution

3.5 Designated safeguarding lead (DSL)

The role and responsibilities of the DSL is set out in the school Safeguarding and Child Protection Policy. Ideally the DSL or DDSL will be on site at all times. Where this cannot be achieved, the DSL will be available by phone (for example, when working from home).

The DSL is responsible for and will:

- Continue to engage with social workers and other key contacts for families and attend or arrange where necessary all multi-agency meetings either remotely or by phone. 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
- Liaising with schools ICT to ensure the security of remote learning systems are monitored, including data protection and child protection concerns.
- Identify vulnerable pupils who may be at risk if they are learning remotely.

- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the head teacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.
- Arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

3.6 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 mentors
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.7 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:

- Issues in setting work – talk to TLR holders Susan Halton (non BTEC subjects) or Kelly Shacklady (BTEC subjects).
- Issues with behaviour – talk to Deputy Academy Lead, Byron Billington
- Issues with IT – log issue with Bolton Schools ICT
- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about data protection – talk to the data protection officer, Kate Connolly
- Concerns about safeguarding – talk to the DSL, Collette Morris
- Concerns regarding free school meals- talk to Personal Development Lead, Gemma Morris

All staff can be contacted via the school phone number who will divert the call if needed.

5. Data protection

5.1 Accessing personal data

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

- Access school servers, including using remote access if not on site
- Use technology issues by the school, wherever possible

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as telephone numbers and 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 [Trust Wide Policies | Bolton Impact Trust](#)

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

6. Safeguarding

Please refer to the safeguarding and child protection policy.

7. Monitoring arrangements

This policy will be reviewed biannually by Viki Sutton, Academy Lead. At every review, it will be approved by the school's Local Governing Body.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy