



ASHWOOD
SPENCER ACADEMY

Ashwood Spencer Academy

Remote Learning Policy

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for children who are not 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 children should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Children receiving remote education will be marked absent in line with our school attendance policy. We will consider providing remote education to children 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 children, for a limited duration, are unable to physically attend school but can continue learning, for example because:
 - ✓ They have an infectious illness
 - ✓ They are preparing for or recovering from certain 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 children 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, children, and if appropriate, a relevant medical professional. If the child has an education, health and care (EHC) plan or social worker, the Director of Inclusion will also be involved in the decision
- ✓ Put formal arrangements in place to regularly review it and identify how to reintegrate the child back into school
- ✓ Identify what other support and flexibilities can be put in place to help reintegrate the child back into school at the earliest opportunity

- ✓ Set a time limit with an aim that the child 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

When providing remote learning, staff must be available between 8:30am and 4pm (or during their directed time if this is different). 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.

When providing remote learning, staff should:

- ✓ Provide children 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 children with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that children can access remotely
- ✓ Provide up to 3 hours a day on average across the cohort for KS 1 and EYFS and up to 4 hours a day for children in KS2.
- ✓ Set and share work by the start of the school day (8:50am)

At Ashwood Spencer Academy, most of the work set will be completed within our core online platforms including: Learning by Questions (LBQ), TimesTable RockStars (TTRS) and Reading Plus. Showbie will be used as the primary method for distributing work and giving feedback in line with our feedback policy.

Alongside any teaching responsibilities, senior leaders, led by the EdTech lead, 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:

- ✓ Distribute school-owned devices (Where device monitoring and filtering allows) accompanied by a user agreement or contract
- ✓ Secure appropriate internet connectivity solutions where possible, including hotspot hardware
- ✓ Support in providing teachers the tools to provide printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep children on track or answer questions about work
- ✓ Have systems for checking, ideally on a daily basis, whether children 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 children 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 Class Dojo
- ✓ Working with the catering team to ensure children eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

Designated Safeguarding Lead (DSL)

- ✓ The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

- ✓ Ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- ✓ Ensuring that pupils with Education Health Care Plans (EHCP) continue to have their needs met while learning remotely, and liaising with the principal and other organisations to make any alternate arrangements for pupils with EHCPs
- ✓ Identifying the level of support

Pupils and parents

Staff can expect pupils learning remotely to:

- ✓ Complete work to the deadline set by teachers
- ✓ Seek help, if they need it, from teachers during live teams / showbie sessions
- ✓ Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- ✓ Make the school aware if their child is sick or otherwise and can't complete work
- ✓ Seek help from the school if they need it via Class Dojo
- ✓ Be respectful when making any complaints or concerns to staff
- ✓ Ensure that appropriate filters are set on non-school issued devices such as tablets/computers/laptops/etc to maximise e-safety

Governing Body

The governing body 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,

5. Data protection

5.1 Accessing personal data

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

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data (Trust issued devices – personal devices are never to be used).

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 will not need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data. 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
- ✓ Never leaving the device unattended

6. Safeguarding

Providing Remote Education (2024) – Ashwood Spencer Academy continues to consider the safety of children when they are asked to work online. The starting point for online teaching is that the same principles as set out in the Trust code of conduct should be followed. This policy, amongst other things, includes acceptable use of technologies, staff/student relationships and communication

including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which are introduced.

We will continue to ensure any use of online learning tools and systems are in line with privacy and data protection requirements.