

Remote learning policy

Millais School



Approved by:	Dr A Lodwick	Date: June 2023
Last reviewed on:	July 2021	
Next review due by:	June 2025	

1. Aims

In response to the 'Providing remote education: Non statutory guidance for schools' DfE document dated January 2023 we have updated our Remote Learning Policy accordingly.

This remote learning policy is for school leaders and schools staff. The guidance may also be useful for parents and carers and student. It aims to:

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to what remote learning looks like since National lockdowns.
- Provide appropriate guidelines for data protection.

Introduction

This document provides non-statutory guidance on providing high-quality remote education when it is not possible, or is contrary to government guidance, for some or all pupils to attend school.

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

Prioritising attendance

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. For this reason we would consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

We consider the approaches set out in this guidance while also working closely with pupils, parents, carers, and any other relevant partners such as the local authority, to remove any barriers to attendance as detailed in the [Working together to improve school attendance guidance](#).

Pupils absent from school and receiving remote education still need to be marked as absent in the register. We will continue to record pupil absence in the register in line with the Education (Pupil Registration) (England) Regulations 2006 and attendance guidance, using the most appropriate code.

Scenarios where remote education should be considered

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

School closures or restrictions on attendance

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort should be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, schools should consider providing remote education to help pupils stay on track with the education they would normally receive.

This policy provides a plan that outlines any remote education procedures for teachers, parents, carers and pupils.

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

Working with the local authority

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education.

[Statutory guidance](#) sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative. While the s.19 duty sits with the local authority, schools should work closely with them and any relevant medical professionals to ensure that children with health needs are fully supported at school, including putting in place individual healthcare (IHC) plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

What we consider when providing remote education to individual pupils

When a pupil is absent, the school should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional.

Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible.

In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

Free school meals and remote education

Where pupils eligible for benefits-related free school meals are receiving remote education, we will work with their school catering team or caterer either to provide good quality lunch parcels or to issue a food voucher if available. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school.

Remote education during a suspension or permanent exclusion

As outlined in the Suspension and Permanent Exclusion guidance, headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension or permanent exclusion.

Remote education should not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this is a suspension and must be done in line with the law on disciplinary suspensions. This is the case even if they have been asked to log on or access online education while suspended. After a period of off-site direction or suspension, a pupil is expected to attend full-time. The school's legal duties to pupils with SEND remain in force: see 'Provision for pupils with SEND' for more information.

Provision for pupils with SEND

If pupils with SEND are not able to attend school and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. The school needs to put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively.

Some pupils with SEND may not be able to access remote education without adult support. Schools should work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The duty under the [Children and Families Act 2014](#) for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a pupil's special educational needs continues to apply when remote education is in place. In addition, if a pupil has an Education, Health and Care plan, whether they are in a mainstream or special school, the school must work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met.

The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, the school must instead consider, in cooperation with the local authority (if the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.

2. Roles and responsibilities

2.1 Teachers

All teachers must be available during the school working day. 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 by 11.00 using the absence procedure as emailed daily. If absence is going to affect their ability to set work for their classes, they should contact the DOL or, if it prevents them from communicating with their tutees, they should let the DOY know.

Prolonged school closure

- The work should be set within the guidance set out by Millais School, that students should study lessons according to their timetable. Work set should aim to continue the content of the curriculum but should reflect a reduced expectation as the delivery of the entire curriculum is not be feasible.
- Work set should be uploaded onto FROG or Microsoft Teams with clear guidance from the teacher as to how it is to be completed. Students are expected to use the 'handing in' feature on the assignment module (in FROG and Teams) to enable the teacher and DOL to monitor student engagement in the on-line work.
- Subjects will adopt a common method of labelling work to enable students and parents to easily identify and complete tasks in order. Subjects will use Frog to notify students on a weekly basis to confirm where to find the work for the week ahead.
- Teaching staff who are unfamiliar with uploading work onto FROG or Teams should use the appropriate link from the table at the end of the Policy (8).
- Prolonged school closure will require teachers to communicate regularly with their DOL in order to raise any emerging issues. They will also collaborate with their team through virtual meetings to ensure consistency in approach to online learning and to enable the sharing of ideas and best practice.
- Teachers will be provided with a list of students who are unable to access the work remotely or have limited access. In these cases, it is the responsibility of subject teachers to provide work for the following week and save in the appropriate folder by 3.30pm Friday of the previous week. This gives time for admin staff to print the work the week ahead and have it ready either for collection or send it out in the post.
- Teachers will be expected to complete CPD tasks in relation to teaching & learning and safeguarding, as directed.
- Teachers will be expected to work on the development of school resources to support students' future learning, through adaptation and creation of schemes of work or learning support materials, as directed by the DOL,

Conducting 'Live Lessons'

- Live Lessons will not be compulsory but should be used if they represent an effective means of delivering a particular learning objective
- If Live Lessons are used, teachers will need to be mindful of those students who do not have access to relevant technology
- Live Lessons must be conducted on school not personal accounts.

Providing feedback

- Each CA will have specific expectations of when to give feedback to students and in what form. This will be outlined by each CA and posted on FROG or Microsoft Teams. CAs will consider various tools to use in order to give effective feedback to students in a way that does not overburden teaching staff and in a way that suits their own subject area. Some examples of ways in which CAs will give feedback may be as follows:
 - Use of Microsoft Teams to give feedback (using voice notes)
 - Use of PowerPoints with answers to the work so that students can self-assess the work they have completed
 - Use of Kerboodle to use the 'recording' facility so that oral feedback can be given.
 - Live feedback during whole class meetings
 - Use of Google forms for self-marking

- Using the feedback facility on 'assignment' in FROG for teachers to offer advice and feedback if necessary.
- Use of FROG quizzes to test learning
- Students upload work to an E-portfolio on FROG
- Use of online virtual packages e.g. School Games (PE)
- Students send work (including photos) to teachers and receive feedback via email
- Virtual packages where work is marked on-line and teachers have access to the level of student engagement and progress made e.g. MyGCSE (Science), Corbett, Hegarty Maths (Maths),

Ways in which teachers provide feedback will be reviewed regularly and updated periodically.

Keeping in touch with students and parents.

- Tutors are expected to make contact with specific tutees once per week. They will be supported by assigned non-teaching staff to facilitate communication with identified individual students. Issues that may arise should be emailed to DOYs if they cannot be resolved by the tutors.
- DOYs should deal with pastoral issues and any curriculum related queries should be emailed to DOLs. DOLs should then follow up specific concerns with individual subject teachers – all via email. Some concerns may be discussed in online meetings if they are of a generic nature.
- Contact information regarding concerns around the safeguarding of students will be communicated to both students and parents via email from the DSL.
- Teachers should use the school email protocols of times when emails will be answered.
- Complaints or concerns should be shared with DOLs/DOYs in the first instance. If issues cannot be resolved they should be shared with SLT line managers. SLT should appraise the HT regularly of any serious concerns or issues. Safeguarding concerns should be shared directly with the DSL.
- Engagement in schoolwork should be monitored and recorded. The usual reward systems will be used by teachers to credit excellent engagement in online learning. 'Engagement' with remote learning 'grades' will be given as one of the PCTL grades. A live teacher student catch up (SPAs) may be offered whereby students have a window when they can communicate with the teacher and ask questions; the class can discuss progress and work that has been covered, allowing the teacher to identify misconceptions and emerging issues. If there are planned live lesson sessions, these may negate the need for this going forwards. The parents of students who have completed little or no on-line work will be contacted by the subject teacher for subject specific issues or the DOY for lack of engagement in several subjects.
- Vulnerable students (or their parents) should be contacted by the Learning Support team and the SENDCO (in addition to their tutor) to check their mental health and well-being. All vulnerable students will be encouraged to use school for studying.
- Students currently open to social care (CP, CIN, EHP), those currently being assessed and other students considered vulnerable will be allocated an additional member of staff (e.g. Learning Mentor, Medical Welfare Officer, Attendance Officer, SENDCO) to monitor and support their mental health and well-being. All students within this group will be encouraged to use school for studying and for those with a named social worker; information will be shared on uptake of this facility.

2.2 Learning Support Assistants

Learning Support Assistants must be available during their normal working hours. 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 daily email absence procedure.

Learning Support Assistants are responsible for:

- Supporting students with learning remotely as guided by the SENDCO
- As key workers, to monitor the suitability and accessibility of work set by teachers of their specific students; they should adapt if necessary
- Support DOLs by preparing specific differentiated work as requested.
- Complete tasks as requested by the SENDCO.
- Complete CPD task as requested by the SENDCO/ DSL/ SLT

2.3 DOLs and Subject Leads

Alongside their teaching responsibilities, as outlined above, DOLs and subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject to make sure work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Promoting clarity of explaining tasks and their location to students (and parents)
- Monitoring the work set by teachers in their subject by checking assignments set on FROG or Microsoft Teams and through regular meetings
- Conducting a 'Pupil Pursuit', as and when requested, to assess the quality of remote lessons being set
- Alerting teachers to resources they can use to teach their subject
- Ensuring the mental health, wellbeing and workload of their team is monitored

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school. SLT with responsibility for Digital Learning will work with the ITNS team to ensure full access for teachers, students and parents of the work being set.
- Ensuring the mental health, wellbeing and the workload of all staff is taken into consideration when setting up processes and expectations related to remote learning.
- Monitor the effectiveness of remote learning through meetings with teachers and subject leaders and requesting feedback from students and parents (surveys).
- Monitoring the effectiveness of remote learning by using surveys and 'Pupil Pursuit' sampling in order to:
 - find out the student experience of consistency and typicality in remote teaching and learning across the school,
 - gain an insight into whole school threads and identify best practice,
 - understand how the remote learning environment/ICT infrastructure enhances or impedes learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- Keeping and updating accurate records of the most vulnerable students in the school.
- Ensuring that staff keep in regular contact with students in their care
- Reviewing and updating the Addendum to safeguarding Policy at regular intervals
- Ensuring all staff are aware of and have access to the DSL or his deputy at all times.
- Ensuring students and parents are aware of how and who they should contact if they have a safeguarding concern

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

All staff

Attending virtual meetings with staff, parents and students

- During virtual meetings, all staff should wear suitable attire. If the meeting is of a formal nature (e.g. an interview) staff should wear professional dress
- When taking part in a virtual meeting staff should avoid areas with background noise.

Rota

- The rota system outlining which staff will be on duty in school during the week will be circulated the Friday before. To protect social distancing rules and the health and wellbeing of staff and students, the minimum numbers will be in school and, unless they are supervising students, should work in isolated offices where possible.

2.7 Students and parents

Staff can expect students to:

- Be contactable during the normal school hours times – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Be clear about the behaviour expected of them during livestreamed sessions, e.g. taking turns to speak and not interrupting teachers or other pupils
- Be aware that they cannot record sessions or capture images using screengrabs during a Live Lesson.
- Seek help if they need it, from teachers or Learning Support Assistants

- Alert teachers if they're not able to complete work
- Adhere to protocols surrounding the use of remote 'meeting' software such as 'Zoom' and 'Microsoft Teams'. Students found to be transgressing rules designed to protect the privacy of other students and teachers will be dealt with on an individual basis at the highest level. Parental consent must be sought before students can participate in a Zoom Meeting.

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Use suggested guidance for support and read all correspondence, which will contain vital information.
- Written parental consent has been secured for their children to participate in live lessons;
- Be respectful when making any complaints or concerns known to staff and use the 'Protocols for Effective Communication' policy.

2.8 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – talk to the relevant DOL/subject lead or SENCO
- Issues with mental health and wellbeing – talk to the relevant DOY
- Issues with IT – talk to ITNS 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

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members must:

Use Remote Desktop to work remotely.

When working remotely from school, staff must use their network login to access Remote Desktop, Office 365 and Frog.

Please find the link to access Remote Desktop <https://remote.millais.org.uk/rdweb>

Staff are required to be even more vigilant regarding emails requesting log-in to Office 365 accounts using their network password, or asking them to click on linked documents, as there will be more scam/phishing/malware emails during periods of extensive remote working.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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

5. Safeguarding

Please refer to the Child Protection policy, which can be found here (<https://www.millais.org.uk/app/os#!/school-policies/child-protection-and-safeguarding-addendum-2020>). See **Addendum** relating to online learning and Child Protection.

6. Monitoring arrangements

This policy will be reviewed annually by the Deputy Head. At every review, it will be approved by the HT.

7. Links with other policies

This policy is linked to our:

- Behaviour policy - <https://www.millais.org.uk/app/os#!/school-policies/behaviour-anti-bullying-policies>
- Child protection policy and coronavirus addendum to our child protection policy - <https://www.millais.org.uk/app/os#!/school-policies/child-protection-and-safeguarding-addendum-2020>
- Data protection policy and privacy notices - <https://www.millais.org.uk/app/os#!/school-policies/data-protection-policy>
- ICT and Online Acceptable Use Policies

[Staff AUP](#)

[Student AUP](#)

[Parents & Carers AUP](#)

- Online safety policy - <https://www.millais.org.uk/app/os#!/school-policies/online-policy>

8. Links to guidance documentation for working online.

Staff Guides	
Frog	Microsoft365
F1. Staff Guide : <u>How to upload tasks to Frog - for a class, for multiple classes, for a year group.</u>	Teams
F2. Staff Guide : <u>How to create individual e-portfolios in a class group.</u>	MS1. Staff Guide : <u>How students can share work within Teams</u>
F3. Staff Guide : <u>How to use the Feedback Tool in Frog</u>	MS2 Staff Guide : <u>How to provide individual (confidential) feedback in Teams.</u>
F4. Staff Guide : <u>How can staff share their recorded videos on Frog</u>	MS3. Staff Guide : <u>How can staff share their recorded videos on Teams</u>
	MS4. Staff Guide : <u>How to set up Teams Video for a class</u>
	MS5. Staff Guide : <u>How to chat in chatroom Teams</u>
	MS6. Staff Guide : <u>How to use Collaboration Room in Teams</u>
	MS7. Staff Guide : <u>How to create a quiz/form in Forms</u>
	Powerpoint / Word /Outlook
	MS8. Staff Guide : <u>How to narrate over a PowerPoint, save and share it with the recording.</u>
	MS9. Staff Guide : <u>How to add hyperlinks to word/powerpoint/email - to websites/youtube.</u>
Student Guides	
Frog	Microsoft365
F1. Student Guide : <u>How to use e-portfolio to save your work (and share with your teacher)</u>	Teams
F2. Student Guide : <u>How to access my feedback in Frog</u>	MS1. Student Guide : <u>How to save work in Teams (and share with your teacher)</u>
	MS2. Student Guide : <u>How to chat in chatroom Teams</u>
	MS3. Student Guide : <u>How to use Collaboration Room in Teams</u>
	MS4. Student Guide : Outlook - How to open email and reply to messages. <i>Coming soon</i>
Parent/Carer Guides	
Frog	Microsoft365
F1. Parent Guide : <u>How to find my child's tasks/assignments in Frog, from a range of subjects</u>	Teams
F2. Parent Guide : <u>How to see my child's work in e-portfolio (is this possible in parent app?)</u>	MS1. Parent Guide : <u>How to monitor my child's work in Teams</u>
	MS2. Parent Guide : <u>How to see my child's feedback in Teams.</u>

F3. Parent Guide : <u>How to see my child's feedback in Frog</u> (is this possible in parent app?)	
---	--