

Title	Remote Learning Policy
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1. Policy Aims

The curriculum should inspire and challenge all learners and prepare them for the future. Wootton Park Academy Trust's aim is to develop one coherent curriculum that builds on young peoples' experiences of education and helps all young people to become successful learners, confident individuals and responsible citizens. There should be the opportunity to carry out this aim whether learners are onsite or accessing learning remotely.

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for learners 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 learners should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Learners receiving remote education will be marked absent and recorded as 'B' in line with the Pupil Registration Regulations.

We will consider providing remote education to learners 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 learners, 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 learners 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, learners, and if appropriate, a relevant medical professional. If the learner 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 learner back into school.
- Identify what other support and flexibilities can be put in place to help reintegrate the learner back into school at the earliest opportunity.
- Set a time limit with an aim that the learner returns to in person education with appropriate support.

Remote education will not be used as a justification for sending learners home due to misbehaviour. This would count as a suspension, even if the learner is asked to access online education while suspended.

3. Roles and responsibilities

The Senior Leadership Team will:

- Co-ordinate the remote learning approach across the school
- Monitor the effectiveness of remote learning
- Monitor the security of remote learning systems, including data protection and safeguarding considerations
- Ensure staff remain trained and confident in their use of online digital education platforms
- Train staff on relevant accessibility features that your chosen digital platform has available
- Provide information to parents/carers and learners about remote education
- Work with the catering team to ensure learners eligible for Free School Meals are provided with good quality lunch parcels or food vouchers.

Teachers will;

- Setting work for the learner accessing the remote education
- Work set will be sent by email for Primary learners and set via Satchel for Secondary learners
- Make 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 learners' families or carers, including how much adult involvement is needed in each activity and whether learners have a suitable place to study
- Provide feedback on work
- Keep in touch with learners who aren't in school and their parents

Learners will:

- 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
- 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)

Parents/ Carers will:

- Engage with the school and support their child'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

IT staff will;

- Fix issues with systems used to set and collect work
- Help staff and parents/carers with any technical issues they're experiencing
- Review the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assist learners and parents/carers with accessing the internet or devices

Governors will;

- Monitor the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to Contact

If staff/ learners have any questions or concerns about remote learning, they should contact the following individuals:

- Queries regarding work – Class Teacher
- Concerns regarding accessing work – [Info@woottonparkschool.org.uk/](mailto:Info@woottonparkschool.org.uk)
Info@Overstonegateprimaryschool.org.uk
- Concerns about Data Protection – Anna Lake, DPO
- Concerns about Safeguarding – Jane Page, Senior Vice Principal

5. Data Protection

Accessing personal data

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

- Explain how they can access the data, such as on a secure cloud service or a server in your IT network.
- Explain which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices.

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.

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.

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

Safeguarding is paramount in remote education to ensure the safety, wellbeing, and protection of all learners, particularly vulnerable individuals. A robust safeguarding policy within a remote education framework establishes clear guidelines for identifying and addressing potential risks, including online abuse, data breaches, and inappropriate content. It ensures that educators, learners, and parents/ carers understand their roles in maintaining a secure digital environment. For more information on Safeguarding and Online Safety, please see our 'Safeguarding' policy.

7. Monitoring Arrangements

This policy will be reviewed annually and then approved by the Trust