



Outcomes Focused, Child Centred

Northern Education Trust

Remote Learning Policy

Version 1

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Control Sheet

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1. Introduction

1.1 Trust Vision and Values

Vision

We constantly focus on standards as we understand outcomes are paramount. Our decision-making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care.

The 10 values which underpin our vision can be seen on our website here - <https://www.northerneducationtrust.org/about-us/vision-values/>

- 1.2 There is no statutory requirement to have this policy in place in multi-academy trusts, but the trust has chosen to implement this in light of DFE guidance outlined below in para. 2.
- 1.3 There is no requirement for this policy to be published on the trust website/academy websites.
- 1.4 Attendance is mandatory for all students of compulsory school age. Northern Education Trust is committed to ensuring students have the widest possible access to a broad and balanced curriculum. The priority is always to deliver high-quality face-to-face education to all students. Remote education will only ever be considered as a short-term measure and as a last resort. Staff, students and parents/carers will be provided with appropriate training and guidance to ensure a safe and effective remote learning offer.

When in-person attendance is either not possible, or contrary to government guidance, access to learning resources and/or remote learning will be provided in the circumstances outlined below.

- Authorised absence due to an infectious illness (e.g., chicken pox, coronavirus) where medical/HSE/government advice is that the student should avoid contact with others and not attend school, but is well enough to learn
- Unexpected school closure (e.g., adverse weather conditions, no heating)

2. Scope and purpose of the policy

The purpose of this policy is to ensure that there is continuity regarding student learning and progress in both scenarios above. This policy summarises the provision of remote learning for students in this position so that there are consistent and well-understood expectations of the level of support that will be provided for the students concerned.

This policy should be read in conjunction with the non-statutory Department for Education (DFE) guidance on providing remote education, which can be found here: <https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

3. Executive summary

Circumstance	Timing	Offer	Register coding
Infectious illness	Maximum of 48 hours' notice required to provide remote learning	To be determined locally by the academy on a case by case basis, using appropriate learning resources. Live streaming will not normally be used, unless there is a legal/government requirement to do so.	I (illness)
Full or partial school closure	Of up to 48 hours	Teaching & learning PowerPoints will be uploaded for all year groups from a bank of pre-prepared resources to Google Classroom, as soon as practicable.	Y (unable to attend due to exceptional circumstances)
Full or partial school closure	For more than 48 hours	The academy will aim to offer a remote school day to 'mirror the life of the school day' as far as possible from day 3 of school closure.	Y (unable to attend due to exceptional circumstances)

4. Coding/Attendance registers

Academies should continue to refer to the school attendance guidance to determine the appropriate absence code to record when a student is unable to attend, as this is subject to change. However, in line with guidance sought from the DFE as at August 2022, the above coding should be applied.

Academies should continue to keep a record of, and monitor pupils' engagement with remote education, but this does not need to be tracked in the attendance register.

5. Use of Google Classroom

Where applicable, the 'virtual' school day will be delivered via Google Classroom. Google Classroom can be accessed by [clicking here](#). The exception to this is for children in EYFS and Year 1, where Tapestry may be used.

6. Access to laptops

Laptops and internet support will be provided to all students who do not have access to a computer within 24 - 48 hours wherever possible. It is expected that parents and carers will sign for the technology and adhere to the Acceptable User Agreement.

7. The 'remote' school day

The aim wherever possible is for the 'remote' school day to 'mirror the life of the school' for the student, promoting wellbeing, structure, and routine. In line with DFE guidance, the following minimum practice will apply:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day for key stage 2
- 5 hours a day for key stages 3 and 4

8. Remote learning for students with authorised absence due to an infectious illness

This provision will apply to individual students where, for a limited duration, they are unable to physically attend school i.e. with an authorised absence due to an infectious illness, but who are well enough to learn e.g. self-isolating due to coronavirus. There must be either medical/HSE/government advice that the student should avoid contact with others and not attend school. For the avoidance of doubt, this **does not** extend to those with cold or flu symptoms who are otherwise well enough to attend school.

8.1 Provision for students with authorised absence due to an infectious illness

Provision of appropriate learning resources will be determined locally by the academy on a case by case basis and in discussion with parents/carers.

9. Remote learning in the case of school closure

This will apply to all year groups in the event of a full or partial school closure, when the chief executive/deputy chief executive has agreed that it is not possible for an academy to open safely, or that opening would contradict guidance from the local authority or central government. This could, for example, be related to adverse weather conditions, or staffing capacity. It could also include an outbreak of an infectious illness.

9.1 Provision in the event of full or partial school closures for up to 48 hours

In the event of unexpected school closure (e.g., adverse weather conditions, no heating), teaching and learning PowerPoints will be uploaded for all year groups from a bank of pre-prepared resources to Google Classroom as soon as practicable.

In the secondary phase, students will be expected to follow their normal timetable, but timings at home may differ to the usual time allocated in the academy.

10. Provision in the event of a full or partial school closure for more than 48 hours

In these circumstances, the academy will aim to offer a 'remote' school day to 'mirror the life of the school' as far as possible for students to ensure continuity of education and to promote wellbeing, structure, and routine.

The 'remote' school day will be delivered via Google Classroom from day three of school closure. Teaching resources will be uploaded to Google Classrooms in the form of pre-prepared PowerPoints within the first 48 hours, whilst the remote school day is being planned and executed. Local arrangements for collapsing year groups and academies will be made in conjunction with the executive team.

In the secondary phase, this could include following the normal academy timetable or could, on occasion, be a centrally determined provision making the use of specialist subject directors.

11. Safeguarding arrangements for checking engagement with remote learning during school closures

Additional checks will be undertaken to promote engagement with remote learning and monitor the health and wellbeing of vulnerable students. A home visit from a member of school staff or social care may also be arranged in liaison with social workers. Under local authority guidance, a home visit must be arranged if contact has not been made for 5 school days.

Attendance will be discussed as part of the vulnerable student inclusion meeting, and additional monitoring put in place as appropriate.

12. Provision for students with SEND

In the event that the academy can be open for a minority of vulnerable students, it would be expected that SEND students who cannot access their education via Google Classroom will be given a place in the academy, as a priority. Should this option not be available, every effort will be made to cater for individual SEND student needs remotely, and reasonable adjustments will be considered. This may be in the form of smaller groups and/or differentiated learning tasks (in both primary and secondary). In the primary phase there will be increased communication with the SENDCo and attendance and welfare officer. In secondary, there will be increased communication with the SENDCo and/or Teaching Assistants will be present in remote lessons.

13. Expectations for learning

High expectations of student behaviour remain the same regardless of whether students are accessing the lesson remotely or in person. Uniform must be worn when students are dialling in to the virtual school day and accessing live lessons via Google Classroom. Make-up and jewellery (other than a watch) are not permitted.

Staff must feel supported and protected from any sort of poor behaviour or abuse during remote teaching sessions and low-level disruption cannot disrupt the education of others.

For more detail, refer to the Expectations for Learning addendum on remote learning.

14. Monitoring, Evaluation and Review

The trust will review this policy regularly, to ensure it is responding to both government policy and student needs. We will continually evaluate its effectiveness in providing safe, effective remote learning.

This policy has been implemented following consultation between NET and recognised trade unions, and any subsequent review will be subject to the same process.

15. Concerns or Complaints

In the first instance, issues or concerns should be raised with the relevant academy in an informal capacity. If concerns remain unresolved, they can be raised in accordance with the Complaints Policy.