



ANSFORD ACADEMY
LEARNING TOGETHER TO LEAD OUR LIVES

Curriculum, Assessment and Teaching and Learning Policy Suite

Remote Learning Expectations

Status: Discretionary

Adopted: May 2024

Renewal Period: Annually

Next review: May 2025

Links to Other Policies

This statement should be read in conjunction with the following policies:

- Attendance Policy
- E-Safety Code of Practice
- Safeguarding and Child Protection
- Teaching and Learning

Details of Staff with Specific Responsibilities:

Teaching and Learning: Rob Mitchell: Assistant Headteacher:
rob.mitchell@ansford.net

SEND: Rebecca Wood: SENDCo
rebecca.wood@ansford.net

Other Useful Contacts:

IT Support: itsupport@ansford.net

Designated Safeguarding Lead: Fran Hirst: Deputy Headteacher
Eleanor King: Deputy Headteacher
safeguarding@ansford.net

General Enquiries mailbox@ansford.net

Section 1: Aims

This Remote Learning Policy for staff aims to:

- Ensure consistency in the approach to remote learning for students 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

This policy is informed by the DfE's non statutory guidance [Providing Remote Education \(Jan 2023\)](#) which presents guidance on providing high quality remote education in cases where it is not possible, or is contrary to government guidance, for some or all students to attend school. The guidance makes clear that 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 students are able to continue learning.

Section 2: Use of Remote Learning

All students should attend school, in line with our Attendance Policy. Remote education is not viewed as an equal alternative to attendance in school and should be considered as a last resort when the alternative would be no education and only after it has been established that the student is, or will be, absent from school.

Students receiving remote education will be marked absent in line with the student Registration Regulations.

We will consider providing remote education to students 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 students, 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 is unable to run as normal due to external factors such as strike days.

The school will consider providing students 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, students, and if appropriate, a relevant medical professional. If the student has an education, health and care (EHCP) 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 student back into school;
- Identify what other support and flexibilities can be put in place to help reintegrate the student back into school at the earliest opportunity;
- Set a time limit with an aim that the student returns to in-person education with appropriate support.

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

Section 3: Roles and Responsibilities

3.1 Teachers

Teachers are expected to:

- upload all materials that are being used for all lessons taught to a subject specific Google classroom as this will be the medium through which all remote learning will be delivered;
- provide clear instructions where necessary;
- use other software packages such as Memrize, Seneca and Realsmart to support students learning where appropriate;
- make reasonable adjustments for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely;
- provide feedback on identified pieces of work via google classroom using the 'hand in' function or work being delivered to the school;
- contact families if work is not 'turned in' or not at an expected standard.

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants are responsible for providing additional support for students who are on the SEND register or who have additional needs

3.3 Heads of Department/Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning;
- Ensuring teachers upload all materials that are being used for all lessons taught to a subject specific Google classroom;
- Working with teachers to make sure all work set is appropriate and consistent;
- Alerting teachers to resources they can use that maybe more appropriate for remote learning;
- Working with teachers to make sure that the needs of vulnerable learners are being met;
- Monitoring the quality of remote learning set by teachers in their subject, student engagement and progress with meeting assignments deadlines;
- Monitoring the academic progress of students and being able to report effectively on this and identify interventions.

3.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are expected to:

- Ensure barriers to digital access are overcome where possible for students 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 students on track or answer questions about work

- Have systems for checking whether students learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern;
- Monitor the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from students and parents/carers;
- 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 students about remote education;
- Work with the catering team to ensure students eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Responding to any concerns/queries that is brought to their attention;
- Communicating with the Local Authority Safeguarding Team to ensure multi agencies have all relevant information;
- Ensuring staff remain trained in all areas such as FGM/Missing in Education/PREVENT;
- Supporting families who have requested support or who are identified by teaching staff.

3.6 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're experiencing (with contact made by parents via the school office);
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer;
- Assisting students and parents with accessing the internet or devices.

3.7 Students and Parents/Carers

Staff can expect students learning remotely to:

- Be contactable during the school day;
- Complete work to the deadlines set by teachers and 'turn in' where appropriate;
- Seek help if they need it, from teachers or teaching assistants;
- Alert teachers if they're not able to complete work.

Staff can expect parents with students learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work;
- Notify the school if their child is unable to access any online learning materials provided by the school;
- Ensure that their child behaves appropriately online and support the school if consequences for poor behaviour need to be given.

3.8 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.

Section 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 the relevant subject lead
- Issues with IT – reports to IT staff by emailing ***itsupport@ansford.net***
- 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

Section 5: Safeguarding

Please refer to the Safeguarding and Child Protection Policy