



ANGLIAN LEARNING

*Dynamic, empowered learners who thrive and lead in
their communities: locally, nationally and globally*

REMOTE LEARNING POLICY

THIS POLICY WAS APPROVED:	AUTUMN 2023
POLICY VERSION:	2.0
THIS POLICY WILL BE REVIEWED:	AUTUMN 2025
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DIRECTOR OF EDUCATION: PROFESSIONAL LEARNING & CURRICULUM
THIS POLICY WAS CONSULTED WITH:	TRUST SAFEGUARDING GROUP
THIS POLICY WAS DISTRIBUTED TO:	CONNECT

1.0 Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in the school
- Set out expectations for all members of the school community with regards to remote learning
- Provide adequate guidelines to ensure remote learning is undertaken safely, with clear safeguarding procedures in place
- Provide appropriate guidelines for data protection.

2.0 Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available during normal working hours as set out in the directed time budget and the school calendar.

If staff 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 and liaise with line managers.

When providing remote learning, teachers are responsible for:

- Setting and / or delivering learning activities for their scheduled classes:
 - Each school will have their own protocols and arrangements for the storage and delivery of work set by teachers working remotely. These should be followed. This will generally require the use of an online platform, for example: Google Classroom
 - When teachers deliver instruction or lesson content live from a remote setting, this must be by arrangement with colleagues in school, and will be dependent upon suitable access arrangements being made possible.
 - Whether the teacher is setting work to be completed in the school, or delivering content synchronously online, learning activities should be set commensurate with the normal duration of the lesson where possible, being mindful of the individual needs and circumstances of the pupil and their families. These include:
 - Consideration of age, stage of development, and independent study skills.
 - Any SEND or other additional needs the pupils might have.
 - The pupils' home environment, which includes having a suitable place and opportunity to study.
 - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.

- Any significant demands on parents' or carers' help or support. Younger children, especially pupils in primary schools and some children with SEND, might require high levels of adult involvement to support their engagement with remote education, which can make it a particular challenge for these groups.
- **Providing feedback on work:**
 - Teachers are expected to provide feedback of a frequency and style in line with the school feedback protocols when working remotely. In some cases (for example in primary academies), academies will issue amended guidance to parents outlining how feedback will be provided when working remotely / online.
 - Pupils will submit assignments remotely and feedback should be provided on any work that is set as an assignment. Feedback may take any form outlined in the school feedback protocols but will be delivered through online means when teachers are working remotely.
 - Teachers are expected to make themselves available to answer questions from pupils and respond to email enquiries as they normally would when working in the school. Various online platforms may be used to support them in doing this.
- **Keeping in touch with pupils who are not in the school and their parents:**
 - Teachers should take every reasonable step to ensure that they maintain contact with pupils who are working online/remotely, they remain responsible for monitoring the progress of the pupils in their class during such periods.
 - Individual academies will set out their expectations for maintaining regular contact with pupils and families when they are not in the school. Teachers must follow the agreed protocols when working remotely themselves.
 - There is no expectation that teachers respond to emails or online requests / questions outside of the normal working hours when working remotely / online.
- **Managing the behaviour of pupils working remotely**
 - Academies will amend their behaviour protocols to address any examples of poor or inappropriate behaviour online. Teachers have a responsibility to manage the conduct of pupils when teaching remotely, and for applying the school systems to report poor behaviour.

Attending virtual meetings or conducting live lessons

- It is expected that, wherever possible, teachers working remotely will join or attend scheduled meetings as usual.
- Where academies determine that parents' evenings should be arranged remotely, teachers are expected to make themselves available for consultation

in line with the agreed schedule in the directed time budget and school calendar.

- When meeting with colleagues, parents or pupils online, there is an expectation that the code of conduct in relation to staff dress is adhered to, and that staff make themselves visible on screen.
- It is recommended that staff blur their background when meeting online, or that they adopt a background view. If this is not possible, they should ensure they are not presenting anything personal, such as posters or family photographs.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal contractual and agreed working hours. If 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 and liaise with line managers.

When assisting with remote learning, or when working remotely themselves, teaching assistants are responsible for supporting pupils who aren't in the school with learning remotely and should adhere to the following:

- Wherever possible, the work teaching assistants undertake when they are working remotely will reflect closely their normal patterns of working. However, there may be a need to support pupils with whom they are less familiar, especially when those pupils are working remotely.
- Teaching assistants will be directed by the SENDCO or other line manager to support identified pupils. This may involve (but is not limited to): meeting with them online, calling them at home, liaising with teachers and parents / carers on how to support, adapting or modifying tasks or providing guidance / support with work set by the teacher.
- In some circumstances, teaching assistants may be directed to work with small groups of pupils online. Such activity will reflect their normal and contractual responsibilities but may include small group interventions, group learning activities, or group work in support of activities covered in a lesson.

2.3 Curriculum Leaders

Curriculum leaders will:

- Work with relevant teachers, non-teaching staff and Trust colleagues remotely to make sure all work set is appropriate, consistent and meets safeguarding requirements.
- Work with the school and Trust colleagues and senior leaders to make sure work is in line with the usual curriculum sequence and experience as far as possible.
- Ensure that their own workload, and that of colleagues they are responsible for, is monitored and protected by seeking every opportunity to collaborate and share resources and expertise, both in the school and at a wider Trust-level.

- Monitor the remote work set by teachers in their areas of responsibility using a variety of means such as through regular meetings with teachers, or by reviewing work set.
- Alert teachers to resources and materials (whether internal to the school, the Trust, or produced externally) that they can use to teach or tutor pupils remotely.
- Make every effort to maintain regular contact with Trust and school colleagues and senior leaders when working remotely themselves to ensure continuity of communication and pupil experience.

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring remote learning expectations are clear for all staff, pupils and parents and coordinating opportunities for staff to share best practice, ensuring the quality and consistency of its delivery and that safeguarding requirements are met.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or gathering and evaluating feedback from staff, pupils and parents / carers.
- Ensuring that their own workload and that of colleagues they are responsible for is monitored and protected by seeking every opportunity to collaborate and share resources and expertise, both in the school and at a wider Trust-level.
- Monitoring and ensuring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that the behaviour and conduct expectations of the school are maintained and followed by pupils learning remotely.

2.5 Designated safeguarding leads

The DSL is responsible for:

- Ensuring that the expectations for safeguarding and protection of children online are maintained for all pupils learning remotely.
- Ensuring that pupils learning remotely have the opportunity to disclose any concerns or access support and advice in the same way as they would if in school.
- Ensure that vulnerable children working at home are identified and plans are in place to monitor the pupils' welfare and wellbeing.

2.6 IT staff and Non-teaching Support Staff

IT and non-teaching support staff are responsible for:

- Handling questions from pupils, parents and staff relating to issues with the systems used to teach and learn remotely, providing support and fixes wherever possible.

- Answering directly or directing queries from pupils or parents to the appropriate teacher or leader.
- Reviewing the security of remote learning systems and notifying any data protection breaches to the data protection officer.
- Assisting pupils and parents to access the internet or remote learning devices.

2.7 Pupils and parents

We expect pupils to:

- Be contactable (where possible) during the school day – although 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, teaching assistants or house staff.
- Alert teachers or tutors 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 can't join remote learning lessons or complete work.
- Make the school aware if they do not have (either long-term or temporarily) access to the internet or remote learning systems.
- Raise with the relevant teacher, head of learning or school leader any concerns about their child's remote learning.
- Seek help from the school if they need it – make use of the guidance and information that is sent home or published on the school website or other online platforms. Be respectful when making any complaints or concerns known to staff.

2.8 Local Governing Body

The Local 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.

3.0 Data protection

All staff must follow the procedures set out in the policy for data security.

4.0 Safeguarding

All staff must follow the procedures set out in the Academies Safeguarding and Child Protection Policy.

Appendix A: Etiquette (professionals meeting with other professionals)

Video and audio conferencing can be a very powerful medium for collaboration. In order to ensure productivity through a safe and structured session, the following guidelines must be followed.

- A suitable, quiet location should be found for the setting.
- When live teaching or video recording is used in lessons, staff must consider their surroundings. Personal or identifiable images or writings within view that would not be appropriate for remote participants to see must be removed. Dress must be appropriate for the session.
- Microphones should be muted until it is a participant's turn to talk. This avoids the interference of background noise in proceedings.
- When several participants are on the call, it is worth ensuring that one is chairing the session in order to ensure an appropriate structure and equal opportunity to contribute.

Appendix B: Safeguarding Protocol for meetings or live streams with pupils

1. Online video lessons should only take place during the school day, ideally but not exclusively, at the same time as scheduled lessons and only with specific pupils who have been invited.
2. Parent/carer consent must be sought for all pupils under the age of 13 for the live-streaming or recording of children and adults in any online lessons or tutoring sessions.
3. Schools may also wish to record live lessons or meetings for educational and safeguarding purposes. All pupils and parents must be made aware that sessions are being, or may be, recorded. This could be through a general letter to parents, indicating that live lessons, which may include their child's contribution to the lesson, are being recorded. This includes the keeping of any recordings where pupils are visible, or have contributed to lessons. (See appendix C – link to guidance from the Information Commissioners Office.)
4. If the recordings are to be shared, for example to allow others to catch up, pupils should be made aware at the start of the lesson that the lesson will be recorded and will be available to others in their class.
5. Google Meet, Zoom, where pro-licences are in place, or Microsoft Teams should be used for live streaming or video conferencing with pupil. Pupils must not be admitted into a video conference if they are using their personal credentials. Pupils must sign in using their school account. **Staff should never contact pupils using their personal accounts.**
6. Where online lessons are held at other than scheduled times, permission must be sought from the member of staff's line manager. No lessons, other than specific tutoring, arranged with parent's permission, should take place beyond normal school working hours.
7. When staff are recording videos or livestreaming lessons, they must make sure filming takes place in a neutral area where nothing personal or inappropriate can be seen or heard in the background. Staff must be dressed appropriately for the lesson.
8. Whenever possible, staff should share their screen rather than use a video of themselves. Care must be taken not to share any personal data. (Close tabs and files that are not relevant to the meeting.)
9. Only the teacher must host a session. Staff must not join sessions that are hosted by pupils.

Groups of Pupils (for example: live lessons)

10. Pupils should switch their video cameras off and keep their voice muted, unless they need to speak or they are in a risk assessed lesson where online viewing is necessary to facilitate learning, support engagement and/or aid wellbeing.

11. All pupils, staff or parents participating in a live lesson that is to be recorded, with parental or age appropriate permission, must be told this at the start of the lesson.
12. Staff must not start a lesson until more than two pupils are present in the meeting. Cameras must be kept off and microphones muted until the lesson starts. Ideally, staff should include another colleague into the session.
13. Staff should use features such as 'end call for all' and 'join now' links rather than scheduled sessions. The lobby service will allow staff to manage an online session effectively and restrict pupils from accessing a meeting link at other times.

Sessions for Individual pupils (For example, peripatetic lessons, or pastoral and academic review sessions)

14. Where staff have arranged an individual session, for example music peripatetic teaching, they should ensure parents / carers have given permission and are around for the meeting. This should be arranged in advance of the meeting. If there are any specific concerns about an online session, staff should provide additional meeting supervision.
15. Individual sessions may be used for academic or pastoral mentoring. Pupils and parents should be invited to the online session, indicate their willingness to have the session recorded, use their cameras and ensure the location for the meeting is suitable.
16. If pupils are required to show video as part of their lesson, for example during a peripatetic lesson, they should be in a communal space in their home (not a bedroom). They should be dressed appropriately (not pyjamas) and parents//carers should be in the location.
17. Staff must ensure their line manager is aware online sessions are taking place and when they are scheduled.

Safeguarding Concerns

18. Any safeguarding concerns must be logged in accordance with policy using MyConcern.
<https://www.myconcern.education/Account/Login?ReturnUrl=%2f>. If staff consider a child is at immediate risk of harm they must contact a safeguarding lead as soon as possible.
19. A risk assessment must be completed that reflects the provision being made.

Behaviour and Conduct

Things to consider

- Live streaming lessons to pupils is not an expectation. There are other ways to ensure pupils are engaging with their learning, including setting tasks on Google classroom, using quizzes or other online software.

- Risks must be assessed before a course of live sessions is implemented. Pupils are able to communicate with each other without the presenter knowing. They can also record videos, take screenshots and distribute images or videos that have been adapted.
- Sessions should be simple and accessible. For example, splitting a large class into small groups, inviting them in for a group conversation about a learning topic for 10-15 minutes.
- Staff must consider pupils who will not be able to access remote or live lessons. All pupils should be supported to access the same learning opportunities. Staff should consider publishing resources used as part of the lesson.
- All pupils, including students in the Sixth Form above the age of 16 can share their screens for educational purposes at their teacher's discretion ensuring any points above are taken into account and their dress and behaviour meets the academy's expectations.

Additional Safeguarding Expectations

Recordings of lessons constitute personal data because they contain personal images of identifiable people. This means that under GDPR, they are considered by the Trust as part of the Data Protection Impact Assessment. This data should only be kept for as long as it is necessary to meet the needs of the reason for recording it. The Trust considers that this data is recorded to protect staff, to investigate any complaints that might arise, for crime prevention and investigation or to share with pupils who may have not been able to access a lesson. This means that any live recordings should not be kept for longer than between 1 and 6 months.

'Data protection: a toolkit for schools' (DfE, 2018) is a document to consult for requirements affecting academies.

<https://www.gov.uk/government/publications/data-protection-toolkit-for-school>

Potential Safeguarding Risks that leaders must make staff aware of:

The risks to consider are mainly about inappropriate actions by the adult leading the learning session. Whilst a difficult thought, there are numerous examples. Staff should also be aware that pupils can also behave inappropriately themselves.

Key risks include:

- Not maintaining professional standards
- Grooming behaviours
- Attempts to move a pupil onto another platform, account or to access them by phone or text
- Setting up a separate, unmonitored lesson time or account
- Inappropriate use of chat messaging on the platform, and deleting those messages
- Inviting unauthorised adults into the platform
Contacting teachers out-of-lesson time

- Stalking-type behaviours
- Inappropriate conduct during lesson time
- Inviting other students in to the 1:1 lesson who then behave inappropriately
- Unauthorised making and/or sharing of recordings
- Cyberbullying

Appendix C:

[Information Commissioner's office](#)