



Reading Girls' School
Succeeding Together

Name of Policy	Remote Learning Policy
Scope of Policy	All students, staff, volunteers and visitors
Approved by	Principal
Date of Approval	May 2024
Review period	Three Years
Review Date	May 2027

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

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1. Aims

This remote learning policy for staff aims to:

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

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

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

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

3. Roles and responsibilities

Heads of departments must ensure teachers know when and who to set remote learning for. Heads of departments should:

- Keep in touch with pupils who aren't in school and their parents/carers.
- Check the pupil has access to a device in order to complete work set. If a device is not available co-ordinate how work will be set.
- Co-ordinate with the pupil and teachers on which subjects will provide work to ensure there is an appropriate range of subjects.

3.1 Teachers

When providing remote learning, teachers must be available during their normal working hours.

If they're 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.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

Setting work:

- Provide work for pupils who need remote learning as directed by Assistant Principal
- Ensure there is enough work to keep the pupil up with the curriculum where possible or what they can manage as directed by the Head of department/SENCo
- The work needs to be set by 3pm the day before
- Work should be uploaded to Teams
- Co-ordinate with the Head of department to make sure pupils with limited access to devices can still complete the work

- Make sure that work provided during periods of remote education is of high quality, meaningful and ambitious
- 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 pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- Provide feedback on work using Teams, within one week where possible
- Keep in touch with pupils and their parents/carers where needed
- Staff must only use TEAMS and/ or school email to contact students and set work.
- If contacting parents/carers please use normal channels of phone calls or emails and update on initiatives on SIMS
- If parents/carers contact you please respond where possible within 48 hours. If needed liaise with the Head of department
- If there are any complaints or concerns shared by parents and pupils, please follow our complaints and safeguarding procedures
- If a pupil fails to complete work contact the pupil and parent/carer to set target. If it continues liaise with the Head of department
- Attend virtual meetings with staff, parents/carers and pupils, ensuring:
- Dress code for the school is followed
- Meeting takes place in school, avoiding areas with background noise

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours.

If they're 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.

When assisting with remote learning, teaching assistants are responsible for:

- supporting pupils who are not in school with learning remotely as directed by the class teacher, for example in a break out room
- attending virtual meetings with teachers, parents and pupils where needed
- carrying out duties as directed by the HoD, SENCO or SLT.

3.3 Head of department and 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

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy
- Planning CPD for any member of their team that need support with remote learning, blended learning or use of TEAMS

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils 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 pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning where it is used –through feedback from pupils and parents/carers, ensuring work set has been completed
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features on TEAMS
- Providing information to parents/carers and pupils about remote education via email
- Working with the catering team to ensure pupils 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 any safeguarding during any remote learning following roles and responsibilities as normal.

3.6 IT staff

IT staff are responsible for:

- solving issues that arise from helpdesk requests
- helping staff and parents with any technical issues they're experiencing
- reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- assisting pupils and parents with accessing the internet or devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day, although they may not be in front of a device the whole time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or other staff.
- Alert teachers if they're unable to complete work.
- Act in accordance with normal behaviour rules.

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their child's learning, and to establish a routine that reflects the normal school day as much as possible.
- Seek help from the school if they need it
- Be respectful when contacting the school.

3.8 The Board of Trustees

The board 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.

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 Head of department
- Issues with behaviour – talk to the relevant Head of department
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about data protection – talk to the data protection officer, head@readinggirlsschool.net
- Concerns about safeguarding – talk to the DSL, safeguarding@Readinggirlsschool.net

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will follow the data protection policy.

- Staff must only use TEAMS and/or school email to contact students and set work.

5.2 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.

5.3 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

6. Safeguarding

Our safeguarding policy can be found on the school website.

7. Monitoring arrangements

This policy will be reviewed every three years by the Principal.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy