Remote Learning Policy

Responsible Person: Deputy Headteacher
Last Review Date: January 2025
Review Cycle: Annual
Next Review Date: January 2026

Contents

INTRODUCTION

Abingdon House School, Purley (AHSPurley/ AHSP) is owned and operated by Cavendish Education; the Proprietary Body, also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of AHSP's Policies that, taken together, are designed to form a comprehensive formal Statement of AHSP's aspiration to provide an outstanding education for each and every one of its pupils, and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be ready alongside all of these Policies in order to get the full picture, and should be read in conjunction with other Abingdon House School, Purley's policies and procedures.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that Abingdon House School, Purley is undertaking to ensure the implementation of its core values, our '4 Cs':

Character
Creativity
Confidence
Competence

While this current policy document may be referred to elsewhere in Abingdon House School, Purley documentation, including particulars of employment, it is non-contractual.

In all AHS Policies, unless the specified context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

AHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Atlantic Data (DBS)
Educare (online CPD)

Abingdon House School, Purley fully recognises the responsibility it has under sections 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children and young people, and expect all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Abingdon House School, Purley. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping Children Safe in Education.

All staff are made aware of their duties and responsibilities under part one of this document.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Abingdon House School, Purley.

Abingdon House School, Purley's policy documents are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

1. Aims

This remote learning policy for AHSP 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:

  o Not possible to do safely

  o 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:

  o They have an infectious illness

  o They are preparing for or recovering from some types of operation

  o They are recovering from injury and attendance in school may inhibit such recovery

o 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, if appropriate a relevant medical profession and 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

3.1 Teachers

When providing remote learning, teachers will be available between 8.50- 15.30

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 – which will be set on an individual basis but staff will consider:

    o The amount of work they need to provide – note that good practice is considered to be:

    o 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children

    o 4 hours a day for KS2

    o 5 hours a day for KS3 and KS4

    o When this work needs to be set (e.g. 3pm the day before)

    o Work will be uploaded onto Google Classroom (where possible before 9.00am on the day)

- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
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    o This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills

- o 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
- Providing feedback on work:

    - o Where possible students should upload any work to Google Classroom

    - o Where appropriate staff will share feedback with students within 48 hours of work being completed

- Keeping in touch with pupils who aren't in school and their parents;

    - o Staff will respond to emails from parents and pupils within 48 hours

    - o Staff will notify parents/ carers if work is not regularly being completed

    - o For extended periods where appropriate we will endeavor to provide pupils with opportunities for regular interaction with teachers and peers during the school day

- Attending virtual meetings with staff, parents/carers and pupils

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9.00am and 15.00.

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:

Insert details of responsibilities. This could include:

- Supporting pupils who aren't in school with learning remotely
    - o This might be by providing more differentiated materials, scribing or even offering 1:1 on-line sessions
- Attending virtual meetings with teachers, parents/carers and pupils – cover details such as:

3.3 Academic Director

Alongside their teaching responsibilities, our Academic Director is 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 teachers 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

- 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

3.4 Deputy Headteacher & Headteacher

Our DHT and HT have overarching responsibility for the quality and delivery of remote education.

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

- 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 that your chosen digital platform has available

- Providing information to parents/carers and pupils about remote education – via our website and/ or via email

- Working with the Admin and catering provider (Olive Dining) 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 the safety of our students. This includes periods of on-line learning.

Please see our Safeguarding Policy for details.

3.6 IT staff

We are a Google Suite school. As such our IT staff are Cavendish based. If students or families experience issues they should email staff who will pass on issues to our IT team.

We will endeavor to sort IT issues within 24 hours of being notified.

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- 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 or teaching assistants

- 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)

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

- Engage with the school and support their children'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 – if you know of any resources staff should point parents towards if they're struggling, include those here

- Be respectful when making any complaints or concerns known to staff

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

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 Academic Director or a Senior Leader

- Issues with behaviour – talk to the Pastoral Director or DHT

- Issues with IT – speak with the Headteacher and/ or raise a ticket with our central IT team

- 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

5. Data protection

5.1 Accessing personal data

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

- Use the devices (Chromebooks) issued to each individual by the school

- Use Google Suite (as this offers additional encryption that will help to keep data safe)

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)

- Making sure the device locks if left inactive for a period of time

- Not sharing the device among family or friends

6. Safeguarding

The following is taken from our Safeguarding Policy;

Covid, or other circumstances, may result in students needing to access learning remotely, and staff having to teach remotely.

It is critical that all staff continue to be vigilant in recognising safeguarding concerns while remote teaching and learning is in place.

These procedures apply when staff and/or students are learning remotely off site.

1. DSL/DDSL Cover

● when the school is open for students to attend in person (but enhanced measures are in place meaning the learning style and location of students may change), there will be a DSL or DDSL on both sites as the ideal

● If the DSL is off site (but well), then can be contacted by phone or email

● If the situation arises where there isn't a DSL or DDSL on one of the sites, they will be contactable via phone and email

● Should the DSL and DDSLs not be available off site (due to illness or otherwise), an appropriate member of SLT will be delegated to report any safeguarding concerns to

● Regular monitoring and responding to My Concern reports will occur.

PURLEY

2. Children Learning Remotely and Staff Teaching Remotely

The disruption due to Covid has had a significant impact on our students' mental health, anxiety and progress. All staff must remain vigilant in recognising concerns for a students welfare both at school and when learning remotely. All concerns must be reported, no matter how trivial they may appear (both pastoral and safeguarding).

Where a student is needing to access learning from home, due to a full or partial closure or because they are isolating, the following should occur:

● Classes to be taught in groups (except teletherapy)

● Should a 1:1 session need to occur with a member of staff (tutoring, pastoral), consent for this to occur must be sought from the parent

● Staff and children must wear suitable clothing, as should anyone else in the household

● Any computers used should be in appropriate areas, for example, not on beds; and the background should be blurred if not neutral

● Lessons can only be accessed through google suite using school issued email addresses and logins (which can be monitored from school at the time or retrospectively)

● Staff to use Netops to monitor student computer activity during the school day

● Language must be professional and appropriate, including any family members in the background

● Students who are not on site will be encouraged to report any concerns or problems they are having directly to a member of staff over video link, through email.

● Staff should record the attendance of any sessions held, and report unexplained absences to the form tutor and appropriate Deputy Head (to be followed up on)

● The official attendance register will follow the most up to date guidance from the Department for Education

● Should staff have any concerns about a child appropriately accessing learning remotely, this should be referred to: the form tutor/Deputy Head for Pastoral Concerns and the DSL for Safeguarding concerns, to be followed up with that day

● Should a child be acting inappropriately during an online session, that session should end for that student immediately and the situation referred as stated above

● If staff have an urgent safeguarding concern following a lesson, they must contact the DSL by phone immediately (or in person if on site) as in the normal safeguarding procedures. If this isn't possible, the member of staff should escalate the situation as stated in this Safeguarding Policy

● Concerns regarding staff should be reported to the Headteacher, Chair of Governors or directly to the LADO as detailed in this Safeguarding Policy

● All other safeguarding procedures will remain in place as detailed in this policy

3. Safer Recruitment and Volunteers

● all safer recruitment practices remain the same

● only fully vetted staff and volunteers will engage in remote learning with students

4. Teletherapy

Below is the information sheet and consent form for teletherapy. Whole school consent has been obtained, so the form is no longer required:

Telehealth, or Teletherapy as we will call it, is the remote provision of healthcare services using technology (www.RCSLT.org - Telehealth Guidance). Teletherapy can be used as a way of delivering Therapy to children or adults. Please review this consent form and let me know if you have any questions. Once you are happy

that teletherapy will be a way of supporting your child please sign your consent and return this to me.

The Therapists will be using a video conferencing platform to deliver teletherapy sessions (google meet). You will be sent an email containing a meeting invitation.

7. Monitoring arrangements

This policy will be reviewed annually.

8. Links with other policies

This policy is linked to our:

This policy links to the following policies and procedures:

- Behaviour policy
- Safeguarding Policy
- Data protection policy
- Online safety policy