

Remote Learning Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

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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

School will:

- provide high-quality, accessible remote learning aligned with the curriculum.
- ensure safeguarding, inclusion, and accessibility for all pupils.
- monitor engagement, attendance, and progress.
- maintain regular communication with families.

Staff will:

- plan and deliver differentiated tasks that meet individual needs;
- give feedback and adapt learning where necessary;
- keep regular contact with pupils and families to support engagement;
- follow safeguarding procedures at all times.

Pupils will:

- engage with remote learning activities to the best of their ability;
- communicate with staff when support is needed;
- follow agreed routines to develop independence and consistency;

Parents/Carers will:

- support pupils to access learning at home, where possible;
- encourage routines and engagement with tasks;
- communicate with school about any difficulties or additional support needed;
- ensure pupils are safe and supported during remote learning.

3.1 Teachers

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
- making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects (this may fall under the responsibility of someone else in your school).
- 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
- attending virtual meetings with staff, parents/carers and pupils – cover details such as:
- dress code
- location (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.2 Teaching assistants

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

- supporting pupils who aren't in school with learning remotely – cover details such as:
 - which pupils they will need to support
 - how they should provide support
- attending virtual meetings with teachers, parents/carers and pupils – cover details such as:
 - dress code
 - location (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.3 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;
- alerting teachers to resources they can use to teach their subject remotely.

3.4 Senior leaders

Mrs Clark, Senior Deputy Headteacher has 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.

3.5 IT staff

IT staff are responsible for:

- fixing issues with systems used to set and collect work;
- helping staff and parents/carers 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 (DPO);
- assisting pupils and parents/carers with accessing the internet or devices.

3.6 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- be contactable during the school day;
- 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.

3.7 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. Monitoring arrangements

This policy will be reviewed yearly as and when required in the event of a need for the remote learning policy to be reinstated . At every review, it will be approved by the full Governing Board

5. Links with other policies

- Behaviour policy
- Child protection policy