Remote Learning Policy

Meole Brace School

Approved by:	DRAFT
Last reviewed on:	September 2026
Next review due by:	September 2027
Policy Owner:	Matt Shaw

Get the knowledge you need to act at thekeysupport.com
© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Contents

1	Aims
2	Use of Remote Learning
3	Roles and Responsibilities
4	Who to contact
5	Data Protection
6	Safeguarding
7	Monitoring Arrangements
8	Links with other policies
	Appendices Appendix A Microsoft Teams – Acceptable Use Guidance

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

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. The school will consider these limited circumstances on a case-by-case basis.

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 must be available at all times during their normal school 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
- Remain aware of any potential impact on individuals of the situation requiring the distance learning and be sensitive to emerging needs as a result

They are also responsible for:

Setting work:

- This will be done in line with the normal school timetable, ensuring a broad and ambitious curriculum is delivered.
- Where possible the normal scheme of work should be adhered to, ensuring the

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

delivery of a high-quality education that closely aligns with in-school provision.
- The amount of work set should reflect the normal lesson time of one hour.
- All distance learning work must be set as per the school protocols as detailed below.

- Lessons will be set in Go4Schools by 8:30 am on the day of delivery. An exception to this might be for an unexpected closure where time is required to set up the lessons for the remainder of the day. Where relevant a single link to the class Team will be shared on **Go4Schools**.
- If a live element is included in the lesson it will show in the task title as 'Live Element' so that parents
  and carers can see quickly that this is involved.
- A live element will usually be delivered via **Teams** for approximately 15 minutes explaining the new learning and setting out the task. This live element must be recorded to ensure safety for all users. Recordings will be deleted after 14 days.
- For an extended period of distance learning, some form of assessment must be done at least once every 3-4 lessons, and the results recorded on Go4Schools.
- Blocks of work or project work must not be set as per the July 2020 DFE guidance 'We expect
  schools to avoid an over-reliance on long-term projects or internet research activities.'
- Follow the Teams acceptable use guidance for staff (Appendix A)
- Teachers will consider the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills that individuals might possess
- Teachers will also consider 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:

- Students will complete the tasks set in MS Teams. These are then visible to the teacher who has set the work.
- Assessment & feedback should continue in line with the school's marking & assessment policy. This
  includes the frequency and format of feedback.
- Teacher feedback should be done through MS Teams. This might include whole class feedback notes, individual comments, recorded comments and assessments delivered through MS Forms.

Contact with Students

- The main tool for communicating with students is their school email address, personal email accounts must not be used.
- Teachers are expected to be contactable during timetabled lessons and to respond to any queries students may have regarding any tasks.
- Where possible, in extended school closures, there will be a weekly form tutor meeting through MS Teams to check on progress and to support students.

Contact with Parents and Carers

- If staff need to contact a parent/carer, the main method of communication for distance learning should be firstly through email. If this is not effective, then a phone call home should be made.
- Likewise, if a parent needs to contact a member of staff, they should use email to make initial contact. All staff email details are available via student access to Office 365 address books, or the admin@meole.co.uk address can be used when parents are unsure of the relevant person to contact. In a situation of prolonged distance learning then key contact email addresses would be made available to parents and carers.
- We aim to acknowledge all emails within 24 hours, excluding weekends, and to respond in full (or arrange a meeting or phone call if appropriate) within 5 working

Get the knowledge you need to act at thekeysupport.com
© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

days. (Please note that these time scales may alter due to personal circumstances of staff involved).
- If parents or carers need to contact a member of staff regarding any emerging issues, please contact the subject teacher or Head of Department in the first instance, or Form Tutors or Heads of Year regarding pastoral issues. If your concern is more urgent and relates to safeguarding or emergencies, please email the schools designated safeguarding lead (simon.iddon@meole.co.uk)

For any virtual meetings between pupils, parents or carers a professional standard must be maintained in relation to dress and location. In the event of a partial closure when teachers will also be working in school, their classes for the sessions affected will be set on Teams but will not require a live element. In some cases they might not be expected to provide a session of remote learning at all.

3.2 Teaching assistants

When providing distance learning, teaching assistants must be available during their normal school hours.
If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.
When providing distance learning, teaching assistants/pastoral workers will be allocated students to work with. They will be responsible for:

- Communicating with assigned students/parents on a weekly basis to ensure they are accessing work and feeding back to the SENCo with any concerns.
- Supporting the learning of vulnerable students and children of keyworkers in school through direct supervision and liaising with the SENCo to ensure adequate support and guidance is provided.
- Supporting students who are not in school with learning remotely this may include discussing schoolwork.
- Supporting students/parents with any pastoral issues and if needed to refer these to the Pastoral leads or relevant senior leader.
- Where possible teaching assistants/pastoral workers will continue to offer intervention sessions through MS Teams.
- Supporting students who may be in school in the event of a partial closure

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring high quality teaching is being provided by their teachers to meet student needs.
- Considering whether any aspects of the subject curriculum need to change to accommodate distance learning.
- Working with teachers to make sure all work set is appropriate and consistent.
- Monitoring the quality of remote education.
- Alerting teachers to resources they can use to teach their subject remotely and to consider the impact of these on workload.

3.4 Pastoral Leaders

Alongside their teaching responsibilities, pastoral leads are responsible for:

- Ensuring engagement and learning of students.
- Monitoring the remote work of students and creating interventions for students who may be struggling.
- Liaising with teaching assistants/pastoral workers to ensure students are supported in both pastoral and academic matters.
- Contacting home and acting as a point of communication for parents.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

- Co-ordinate the work of the form tutors so that there is opportunity for one Teams meeting per week where students can quickly visit to give an update to their form tutor.

3.5 Senior leaders

Teaching and Learning

The senior leader with responsibility for distance learning is Matthew Shaw (Assistant Headteacher). 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, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

Alongside other members of the school Senior Leadership Team he is 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 within MS Office
- Providing information to parents/carers and pupils about remote education
- 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

3.6 Designated safeguarding lead (DSL)

The member of staff with responsibility for safeguarding is Simon Iddon.

Alongside all matters in relation to safeguarding as laid out in the schools safeguarding policy available on the website, the DSL is responsible for:

- Ensuring safeguarding is effective.
- Co-ordinating the work with external agencies to support student welfare during any periods of distance learning.
- Co-ordinating the schools work in the delivery of strategies to promote good mental health.
- Monitoring the progress and welfare of identified students.
- Co-ordinating the allocation of any in school provision for key worker or vulnerable students.

3.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

- 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

3.8 Pupils and parents/carers

Staff can expect students learning remotely to:

- Be contactable during the school day, although they should acknowledge that students 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 are not able to complete work.
- Be respectful and polite when communicating with staff.
- Follow the Teams acceptable use guidance for students.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise unable to complete work.
- To help support students in engaging with work.
- Seek help from the school if they need it.
- Be respectful and polite when raising any concerns known with staff.
- Follow the Teams acceptable use guidance for parents.

3.9 Governing board

The governing board is responsible for:

- Ensuring the schools approach is effective and fit for purpose.
- Monitoring the school's approach to providing distance learning to ensure education remains as high
  quality as possible.
- Ensuring that staff are certain that distance 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 relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant head of year
- 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
- Concerns about safeguarding – talk to the DSL

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

5. Data protection

5.1 Accessing personal data

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

- Use Go4Schools for this purpose, or SIMS where staff are able to access remotely or from in school.
- Use school devices for these purposes.

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 the trust data protection policy / privacy notice in terms of handling data, which can be found on the school website

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
- Keeping operating systems up to date, always logout and power down devices every night to allow them to install the latest updates.
- Not installing any software without consulting the network manager.
- Being vigilant about email (spam) and informing the network manager.

6. Safeguarding

The Safeguarding Policy can be found on the school website. In the event of a prolonged closure of the school, existing practices would be reviewed, amended and enhanced accordingly.

7. Monitoring arrangements

This policy will be reviewed bi-annually and at every review it will be approved by the local governing body.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

8. Links with other policies

This policy is linked to our:

- Behaviour and Attitudes policy
- Safeguarding and Child Protection policy
- Trust GDPR policy
- E Safety policy

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Appendix A

Microsoft Teams – Acceptable Use Guidance

Microsoft Teams is the chosen way of delivering distance learning during periods of enforced school closure. The school's main method of sign posting work is Go4Schools. The school will provide live lessons and lesson elements to ensure teaching and learning can continue, and everyone involved in video conferencing for other school-related reasons must remember that the usual school protocols still apply. This guidance is provided to ensure that all participants are clear about the expectations on them.

Parents:

- When Microsoft Teams events are scheduled – students will be set a task in Go4Schools and it will
  make this clear in the title with the phrase 'Live Element'.
- Students MUST NOT take part in live lessons unless their parents are aware – this is a parental responsibility and they must monitor this carefully.
- Microsoft Teams lessons will be recorded to support safeguarding and future education.
- Parents should identify a suitable location for the live element for example a living room or dining area. Bedrooms should not be used.
- Parents should ensure that as far as distractions are removed and there is quiet.
- Parents should familiarise themselves with the expectations on students set down in this guidance and ensure their child adheres to them.
- Parents are responsible for ensuring that the privacy of other family members is maintained during video sessions.
- Remember, lessons delivered online are still lessons and students are expected to present themselves and behave appropriately. High standards of behaviour are expected for online learning sessions just as they are in the classroom.

Teachers:

- Teachers will ensure that all tasks are set in Go4Schools by 8:30 on the day of delivery.
- Only share the link or invite with your students in your class and if needed another staff member. This should be done through Go4Schools or school email (for staff).
- Online lessons should only take place during normal school hours and a designated and notified time.
- Live elements will include 'Live Element' in the task title in Go4Schools.
- Teachers will only use the school approved video conferencing platform Microsoft Teams.
- Teachers will only use their school Microsoft Teams account.
- Teachers will record their sessions to ensure safety for all users and for future education opportunities.
- Video elements will be kept to a reasonable length of time wherever possible, as devices and Internet may be in high demand at home. Keep interactions to the point – it is not necessary to deliver a full lesson. 15mins input and then students go away to work and 15mins feedback/discussion at the end of the lesson may work just as well.
- Teachers will ensure student microphones are muted unless requested otherwise.
- Teachers will monitor to ensure students always abide by the School's Internet Acceptable Usage
  Policy and pass on any infringements.
- Teachers must conduct sessions in a professional manner, including being suitably attired during online sessions and ensuring they are broadcast from an appropriate location.
- If broadcasting content from home the background should be blurred or altered via the screen settings if possible.

Get the knowledge you need to act at thekeysupport.com
© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

- It is not compulsory for teachers to turn their camera on. If staff feel uncomfortable then alternatives such as sharing resources and talking these over within the chat function on is also appropriate for live learning input.
- Where possible, video cameras should be used against a neutral background, with the light source
directed towards the instructor's face.
- At the end of a session the teacher must advise all students to leave the session and remove participants that fail to leave.
- If you feel there are any safeguarding issues raised during the lesson, then follow the normal procedures to contact the DSL and safeguarding team.

Students:

- Will only use school technology systems for the purpose of education.
- Students MUST NOT take part in live lessons unless their parents are aware – this is a parental responsibility and they must monitor this carefully.
- Treat your video conference as you would a lesson. Be on time and be prepared.
- Be ready to learn and make sure you have class resources, pen/paper etc. at hand.
- Make sure you are in a suitable location; your device is charged (or plugged in).
- Ensure that your microphone is muted until a member of staff instructs you otherwise.
- If possible, you should wear a headset (ideally with a microphone), but this is not essential.
- Remember to behave as you would in school and abide by the school's normal rules.
- Chat functions should be used to ask questions and to answer teacher questions.
- Use of Standard English is required at all times, avoid slang.
- Please use chat functions responsibly and sensibly. Remember anything you write is recorded.
- Do not record or take photos of your teachers or classmates during live sessions or share sessions via social media.
- Do not share links to online lessons with others.
- Listen, focus on the lesson, and learn.
- Avoid distractions such as your mobile phone.
- Respect your teacher, your fellow learners and yourself by doing your best, just as you would in class.

These rules are set to keep all users safe, and everyone has a responsibility to ensure that they are followed. If you misuse or disrupt the learning through Microsoft Teams you may lose your entitlement to participate in these sessions.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms