

# Blackfen School for Girls



## Remote Learning Policy

Head Teacher: Mr M Brown

Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
Policy Date	September 2023		
Review Date	September 2024		
Review Period	Annually		
Lead Person	DHT, Curriculum	Fiona Minnis	
Prepared by	DHT	Fiona Minnis	
Verified by	Head Teacher	Matthew Brown	
Approved by	Chair of Governors	Stuart Fitz-Gerald	

# Blackfen School for Girls

## Statutory statement

This Policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following documents: Equality Act 2010; Education Act 2004; The General Data Protection Regulation (GDPR); The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013; Data Protection Act 2018.

This Policy has due regard to national guidance including, but not limited to, the following documents:

DfE (2023) 'Keeping children safe in education'; DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years' (updated April 2020); DfE (2022) 'Health and safety: responsibilities and duties for schools';

DfE (2022) 'Health and safety for school children'; DfE (2022) 'Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities' (updated Sept. 2023).

## Rationale

- The priority of Blackfen School is to deliver high-quality face-to-face education to all students. Remote education will only ever be considered as a short-term measure and as a last resort where in-person attendance is not possible because it is not viewed as an equal alternative to attendance in school. Students receiving remote education will be marked absent in line with the Pupil Registration Regulations.
- Attendance is mandatory for all students of compulsory school age. Circumstances when in-person attendance is either not possible or contrary to government guidance might include:
  - Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
  - Occasions when individual students, for a limited duration, are unable to physically attend the school but are able to continue learning, for example, students with an infectious illness
- The Remote Learning Policy does not apply in the event of a short-term student absence or for short-term school closures (e.g. as a result of inclement weather). Likewise, there is no obligation for the school to provide continuity of education to students who absent themselves from school with or without parental permission, in contravention to school or government guidance. This point also applies if parents/carers choose to take students on holiday during term time or if parents/carers made the decision, without prior agreement with the school, to absent their young person from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.
- The operation of the Remote Learning Policy ensures that the school vision: 'Raising aspirations – releasing potential' continues to steer the daily work of teaching and learning in a remote context, based on positive, collaborative partnerships with staff, students, parents/carers. We recognise the importance of retaining high expectations so that students continue to make academic progress when learning at home.

## Outcomes

- The disruption to students' education and the delivery of the curriculum is minimised.
- Students learning remotely have access to high quality learning resources.
- Students learning remotely have the provision they need to complete their work to the best of their ability.

## Procedures

- The decision to offer students remote learning will be made on a case-by-case basis by school leaders and based on our experience. Students will be offered access to remote learning as soon as is reasonably practicable, though in proportion to the length of absence and disruption to their learning.
- Agreed absence from school (not infectious disease): Remote learning on an individual basis may be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home to some extent. This may apply in cases such as suspension from school or long term illness.
- Agreed absence from school (infectious disease): Remote learning on an individual basis may be appropriate if, following an infectious disease outbreak such as Covid-19, individual students are self-isolating at home but are not suffering with relevant symptoms.
- In these circumstances, the individual student's **Student Support Officer** (Year 7 – Year 11) or the **Sixth Form Administrator** (Year 12 – Year 13) will coordinate the collation of work and communication with parents/and carers.

# Blackfen School for Girls

## Key roles

- DHT/AHTs Student Welfare, Designated Safeguarding Lead, Deputy DSL: To attend and arrange, where necessary, any safeguarding meetings that occur during the remote learning period; to identify vulnerable students who may be at risk if they are learning remotely; to ensure that child protection plans are enforced while students are learning remotely, and liaising with the Headteacher and other organisations, to make alternate arrangements for students who are at a high risk, where required; to ensure that students identified as being at risk are provided with necessary information and instruction; to identify the level of support or intervention required while students learn remotely and ensure appropriate measures are in place; to liaise with relevant individuals to ensure vulnerable students receive the support required for remote working; to ensure all safeguarding incidents are adequately recorded and reported; to deploy the Student Support Officer team and School Attendance Officer, as required.
- Student Support Officers and Sixth Form Administrator: To communicate promptly with line managers following communication from parents/carers requesting the provision of remote learning; to communicate with teachers and the SENDCO, as directed, in order for remote learning to be planned and set, and to be accessible to all students.
- SENDCO: To deploy the TA team to support remote learning, as required; to liaise with the AHT/Curriculum/IT support line manager to ensure that the technology used for remote learning is accessible to all students with SEND and that reasonable adjustments are made where required; to identify the level of support or intervention that is required while students with SEND learn remotely; to ensure that the provision put in place for students with SEND is monitored for effectiveness; to ensure that students with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations, to make any alternate arrangements for students with EHCPs and IHPs.
- DHT/AHTs Curriculum, Teaching, Learning and Assessment: To work with Faculty and Subject Leaders to ensure that teachers know how to plan and provide appropriate remote learning; to provide training and support for the effective use of Microsoft Teams, the school's platform for remote learning, as required.
- Faculty/Subject Leaders: To be knowledgeable about subject pedagogy and able to support specialist and non-specialist teachers in planning remote learning that is suitable for all groups of students, including students with high prior attainment; students with low prior attainment; students from disadvantaged backgrounds; students with SEND; students with English as an additional language (EAL); to track delivery of and monitor the quality of remote learning where this continues over time; to contact students' parents/carers, as necessary.
- Teachers: To respond as soon as is reasonably practicable to requests for remote learning; to plan remote learning that enables all students to continue to make good progress; to maintain effective communication with parents/carers, as necessary; to take part in any training conducted to meet the requirements of this Policy, including training on how to use the necessary electronic equipment and software.
- The IT support technicians: To ensure that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection and can recover lost work; to work with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to students with SEND and that reasonable adjustments are made, where required.
- Parents/Carers: To support the completion of remote learning by making their young person's education a priority in household arrangements and a focus of interest and support during the day; to support their young person in adopting a good work ethic at home. This means managing and quality assuring their young person's work time, work space and attitude to home learning. This involves making practical arrangements in the household, so that their young person is focused, quiet and disciplined in completing the tasks set; to know the scope of learning for their young person during the period of remote learning. This means knowing the instructions and deadlines provided by teachers for the completion of work at home.
- Students: To respect their education when it takes place as remote learning. This means students understand that remote learning is not holiday work or optional study; remote learning is the delivery of their education that would normally take

# Blackfen School for Girls

place in school and it must be taken seriously. Students are accountable for the completion of their own remote learning, to the best of their ability, as is the case when they are working in school. Students do not have the option *not* to complete the remote learning set by their teachers. They must carefully read the instructions for remote learning provided by teachers and log onto Microsoft Teams to complete remote learning if directed to do so by their teachers. Students must complete work fully, to their best level of their effort and ability and by the deadlines set.

## **Related documents**

Assessment Policy, Feedback Policy, Teaching and Learning Charter, Behaviour Charter, SEND Policy, Safeguarding Policy, Equality information and Policy, The Teachers' Standards (updated June 2013).