



# FARNEY CLOSE SCHOOL

## Remote Learning Policy

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Farney Close School acknowledges its duty of care to safeguard, protect and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. This knowledge has informed the writing of this policy.

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### **1.Introduction**

This policy has been written with understanding and reference to: Providing remote education: guidance for schools August 2024.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils. In particular Farney Close School's Curriculum Policy, Assessment & Marking Policy, E Safety Policy and Safeguarding Policy.

This policy aims to guide staff, parents or carers and pupils as to the expectations for remote high quality remote education in cases where it is not possible, or is contrary to government guidance, for some or all pupils to attend school. In addition to the expectations for learning and teaching in the exceptional case that the school may become inaccessible, have restricted access or for pupil support.

Reasons for this include, but are not limited to:

- Extreme or inclement weather.
- A local or national lockdown.
- Loss of utilities such as electricity, heating or water.
- Times of exclusion from school.
- Points where a pupil is not in school due to "ill health" but is well enough to undertake schoolwork i.e. physical injury.
- Pandemic of a local, national, or global type and or scale.
- Force majeure.

## **2.Aims**

The purpose of this remote learning policy is to ensure the following:

- Consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for GDPR
- Reduce disruption to pupil's education and the delivery of the curriculum, so that they all have access to high quality teaching and learning resources.
- Promote E-Safety.
- Ensure that safeguarding measures are continued during remote learning.
- All pupils have the provision they need to complete their work to the best of their ability,
- To support emotional, social and health wellbeing during periods of remote learning.

This policy covers any circumstance during which it is not possible for the school to deliver the curriculum on site. This policy does not apply to individual staff members who are unable to attend School e.g. in the case of illness or an approved absence. In such cases, the usual arrangements for absence will apply.

## **3. Roles and responsibilities**

Any prolonged school closure will have an impact on staff, parents or carers and pupils, it is with this knowledge that the Remote learning policy is designed to be considerate to additional stresses that people may experience.

It is important that staff and parents or carers work closely with Farney Close School to ensure that pupils continue to have a quality education.

### **Teachers, Instructors, HLTA's**

Teachers, Instructors & HLTA's are responsible for providing quality education whilst following the process of expert teaching:

- Reflecting on any aspects of the subject curriculum that need to change to accommodate remote learning and adapt resources or learning material to support remote learning for their subject and or timetabled lessons.
- Ensuring that work set is appropriate and consistent.
- Monitoring the work set in their subject or designated subject area such as, but not limited to PSHE, RE or second subject.
- Maintaining links with subject networks and exam boards.
- Planning and Setting work: Teachers, Instructors & HLTA's are responsible for planning and setting work for their own classes, or designated subject area. Where it is a shared group one teacher may take the lead on this. Teachers, Instructors & HLTA's may set cover work in response to staff absence.

- Teachers, Instructors & HLTA's should aim for 60 min teaching sessions, with Teachers, Instructors & HLTA's setting a quantity of work appropriate for levels of study at each Key Stage; work should be set and on OneNote or equivalent digital media platform by at least 8.30am on the day of the lesson.
- Work should be uploaded onto the school OneNote or equivalent digital media platform and/or communicated by school email, with paper copies made available. Other learning platforms such as MyMaths or equivalent digital media platform may also be used. Different department subjects should coordinate to ensure consistency and to ensure pupils with limited access to devices can still complete the work.
- Department subjects should assess curriculum plans and curriculum maps and identify key concepts that must be taught to prevent pupils falling behind. There should be a balanced approach to revisiting prior knowledge and introduction of new knowledge and skills.
- Teachers, Instructors & HLTA's should aim for a variety of activities where appropriate. Practical subjects should maintain that element of the course as much as possible through videos and streamed services.
- Teachers, Instructors & HLTA's need to ensure that the content they are providing the pupils is accessible and achievable for the pupils to complete at home, independently.
- Providing feedback on work: Teachers, Instructors & HLTA's should provide regular feedback to pupils using the S.I.R marking and feedback (See Marking and Feedback policy). Pupils need to be clear what they are doing well and what they need to do to make progress. This may be in a variety of forms from individual emails, assessments/marks and whole group feedback, all of which should encompass the S.I.R and follow the schools Marking and Feedback policy.
- Specific questions should be responded to within 24 hours whenever possible if the pupil is not already engaged in a 'Live lesson'.
- Microsoft OneNote sessions or equivalent digital media platform: OneNote sessions or equivalent digital media platform are designed to increase interactions between teacher and student and to focus aspects of expert teaching such as knowledge, skills and questioning; ensuring that pupils engaged with the lessons and are made to think reflect on their answers.
- Teachers, Instructors & HLTA's are responsible for presenting key learning and key words that drive and move learning forward.
- For visual lessons the pupil's camera ideally needs to be turned on. This enable the teacher to be able to check their physical welfare as well as being able to assess their mental health.
- Staff camera should ideally be on, but if staff have personal issues with this there is no expectation that they have to present visually.
- Staff and pupils must ensure they are conducting online lessons in a suitable environment for learning.
- Pupils are asked to mute microphone and use the raise hands feature if available or type questions into the chat unless otherwise guided by the Teachers, Instructors & HLTA's.
- If a pupil fails to follow classroom expectations, they will be removed from the lesson and a phone call will be made to parents and or carers
- Should a member of staff have a safeguarding concern they should follow schools reporting procedure.

- Should a pupil have any concerns during a lesson, they should raise it with parent /guardian/carer so that contact to the school can be made.
- Any behavioural issues, such as failing to complete work or inappropriate behaviour should follow school procedure and alerted on the schools CPOMS system. However, staff should be mindful of the extra pressure of home learning and the situation.
- Attendance to be recorded for pupils in subject lessons taught, in addition to recording the twice daily registration using the schools iSams software.

### **Teaching assistants**

When assisting with remote learning, teaching assistants must be available between 9:00am and 16:00pm, or otherwise agreed hours with a member of the SLT.

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

- Supporting pupils who aren't in school with learning remotely.
- Supporting pupils who are in school and learning remotely.

Teaching Assistants will be allocated pupils to support by the classroom teacher, line manager, SLT and or SENDCo.

Support can be given in a variety of formats, which could include telephone calls, emails and supporting in OneNote lessons or equivalent digital media platform.

### **SEND & Care Team**

SEND team are available to support remote learning. Vulnerable pupils and pupils that have an EHCP will receive day or bidaily contact to support with their wellbeing. Differentiated work/timetables will be put in place where appropriated to maintain student engagement in education. All pupils and parents/carers are able to follow normal school procedure and contact teacher and/or form tutor with concerns or if in need of extra support.

### **SLT, Senior teacher or Teacher with designated UPS responsibilities**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular meetings with Teachers & Instructors, reviewing work set or and collating and evaluating feedback from pupils and parents or carers.
- Monitoring the security of remote learning systems, including GDPR and safeguarding considerations.

### **IT Support**

IT support staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents or carers and pupils with any technical issues they're experiencing.
- Reviewing the security of systems and flagging any GDPR breaches to the data protection officer.
- Assisting pupils and parents or carers with accessing the internet or devices.

## **Pupils**

Staff can expect pupils to:

- Be contactable during the required times (school day hours) – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by Teachers & Instructors.
- Seek help if they need it, from Teachers & Instructors.
- Alert Teachers, Instructors, HTLS's, TA's and or Care staff if they're not able to complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

All pupil's equipment supplied by Farney Close school and used at home will have the security systems installed by Farney Close School IT support and is the property of Farney Close school.

## **Parents/carers**

Farney Close can expect parents/carers to:

- Encourage them to be up on time for lessons and maintain a routine at home that enable them to access learning.
- Support their child with their schoolwork as best as they are able.
- Make the school aware if their child is sick or otherwise can't complete work.
- Ensure that any paper versions / books are returned to school along with any school laptops, each time the child comes onto the school site from home.
- Inform the school of any concerns they may have about their child's ability to access education remotely.
- Inform the school of any concerns about their child's mental health or their child's ability to keep themselves safe whilst learning from home.
- Inform the school when they are pleased and proud of the effort their child has put into their remote learning.

## **Governing board**

The governing 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 systems are appropriately secure, for both data protection and safeguarding reasons.

## **4. Data protection**

### **Accessing personal data**

All remote learning materials will be shared through Farney Close School Office 365 portal or equivalent digital media platform, so will have the internal security measures built in.

### **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 a hard drive is encrypted or USB memory device, if either or is used – 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 or the user is not at the device.
- Not sharing the device among family or friends.
- Any school-based devices are to be brought into school at least every two weeks to ensure that IT support keep the operating systems up to date and any other school based approved software is up-to-date.
- No unauthorised software to be loaded into a school-based device without prior written consent from the IT Network Manager.
- GDPR rules to be adhered to at all times.

## **5. Safeguarding During Remote Education**

Farney Close School recognises that safeguarding remains paramount during periods of remote education. All staff, pupils and parents/carers must continue to follow the school's safeguarding procedures and expectations when participating in remote learning. The same professional standards, behaviours and responsibilities that apply within the school environment apply equally to remote education.

All staff delivering remote education must adhere to the school's Safeguarding Policy, Remote Learning Policy and any other relevant school policy. Staff must use only school-approved platforms, systems and communication methods when engaging with pupils and should not use personal accounts, personal devices or social media to communicate with pupils. Any safeguarding concern identified during remote learning, welfare checks, telephone calls, emails or online lessons must be recorded on CPOMS and reported immediately in line with school safeguarding procedures.

During periods of remote education, the Designated Safeguarding Lead (DSL) and Deputy DSLs will be available to provide advice and support to staff. The school will maintain appropriate welfare monitoring arrangements, particularly for our most vulnerable pupils. Where there are concerns regarding a pupil's safety, wellbeing, engagement or access to education, staff will follow

established safeguarding processes and report any concerns to either a member of the Safeguarding team, DSL or DDSL.

Remote lessons should take place in a suitable environment that is conducive to learning and protects the privacy and dignity of all participants. Pupils may be encouraged to use their camera where this supports teaching, engagement and welfare monitoring; however, staff should exercise professional judgement and recognise that camera use may not always be appropriate or possible. No pupil should be disadvantaged where there are legitimate reasons why camera use is not appropriate.

The school recognises that online activity can increase risks associated with cyberbullying, online grooming, inappropriate content and unsafe online behaviour. Pupils and parents/carers are expected to follow the school's Online Safety Policy and report any concerns immediately. Staff will continue to promote safe online behaviour and provide support where concerns arise.

Remote education will be regularly reviewed to ensure it continues to meet the pupil's needs and supports a successful return to face-to-face education at the earliest appropriate opportunity.

**Remote learning policy updated July 2026**