Remote Learning Policy

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Business Area:	The Outdoor School
Owner:	Executive Deputy Head
Author(s):	Jon Breeze
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Record of Changes

Version	Date	Changes

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Contents

Introduction

Policy Statement

The Outdoors School is committed to providing a high-quality, accessible, and inclusive education for all students, regardless of circumstances. This Remote Learning Policy outlines our approach to ensuring continuity of learning when in-person teaching is disrupted.

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for learners who are not coming into school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Scope

This policy is for internal staff only

Definitions

Term	Definition
DSL	Designated Safeguarding Lead
EHCP	Educational Health and Care Plan
ELT	Executive Team
LSA	Learning Support Assistant
MMT	Middle Management Team
SEND	Special Educational Need or Disability

Legislation and Statutory Guidance

Providing Remote Education: Guidance For Schools

Related Policies

- Behaviour and Anti-bullying Policy (TOS)
- Safeguarding and Child Protection Policy
- Data Protection Policy and Privacy Notice
- Online Safety Policy
- Attendance Policy

Use of Remote Learning

All learners should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

We will consider providing remote education to learners 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 learners, for a limited duration, are unable to physically attend school but can continue learning, for example because:
    - They have an infectious illness
    - They are preparing for and/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 learners 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, learners, and if appropriate, a relevant medical professional. If the learner 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 learner back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the learner back into school at the earliest opportunity
- Set a time limit with an aim that the learner returns to in-person education with appropriate support

Remote education will not be used as a justification for sending learners home due to misbehaviour. This would count as a suspension, even if the learner is asked to access online education while suspended.

Roles and Responsibilities

Tutors, Learning Support Assistants & 1:1 LSAs

When providing remote learning, staffs must be available during the agreed working hours, ensuring the hours are stated, when setting up the agreement.

If they are 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, staffs should:

- Provide learners 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 learners with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that learners can access remotely

They are also responsible for:

- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects

- This includes considering the needs of individual learners, such as those with SEND or other additional needs, and the level of independent study skills

- This also includes considering the needs of learners' families or carers, including the amount of adult involvement needed for each activity and whether learners have a suitable place to study

  Note: staff should consider learners' age and stage of development or need, for example, children in KS1 or younger may need more parental involvement than older learners

- Providing feedback on work, by:
  - Sharing feedback with learners
  - When they need to, finish sharing feedback on completed work

- Staff are expected to make regular contact, and this should be done via a number of platforms, such as emails, and phone calls.

- The expectations are for staff to reply to emails from parents and learners, but only within working hours.

- Any complaints or concerns shared by parents and learners – for any safeguarding concerns, refer staff to the DSL section.

MMT (Middle Management Team)

Alongside their teaching responsibilities, MMT are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning

- Working with staff teaching remotely to make sure all work set is appropriate and consistent

- Working with other 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

- Alerting staff to resources they can use to teach remotely

- Making decisions about the use of online video lessons

SENDCos

Site SENDCo's have the overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, SENDCOs 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 learners by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract

- Securing appropriate internet connectivity solutions where possible

- Having systems for checking, ideally daily, whether learners 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 their sites

- 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

- Providing information to parents/carers and learners about remote education – specify if you will do this on your website or via email.

Designated Safeguarding Lead (DSL)

The DSL is responsible for safeguarding of learners in line with our Safeguarding and Child Protection Policy.

Learners and Parents/Carers

Staff can expect learners who are 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 staff

- Seek help if they need it, from tutors or other staff

- Alert tutors if they are not able to complete work

- Act in accordance with normal behaviour expectations

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 cannot complete work

- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here

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

ELT (Executive Leadership Team)

The ELT are 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

Who To Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues	Who to talk to
Issues in setting work	relevant SENCO or SLT
Issues with behaviour	relevant SENCO or SLT
Issues with IT	IT support team, CF systems
Issues with their own workload or wellbeing	line manager
Concerns about data protection	data protection officer
Concerns about safeguarding	DSL

Data Protection

Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will access the data, on the school MIS service.

Processing Personal Data

Staff members may need to collect and/or share personal data such as, such as email addresses as part of the remote learning system. If this processing is necessary for the school's official functions, individuals will not 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.

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

- Not sharing the device among family or friends

- Installing antivirus and anti-spyware software

- Keeping operating systems up to date – always install the latest updates

Safeguarding

Please refer to our Safeguarding and Child Protection Policy.

Policy Implementation

Compliance

Adherence to the policy will be monitored through the Internal Quality Assurance process. If staff are not complaint with this process, the code of conduct process will be followed.

Training and Awareness

Guidance will be available to staff members to support the policy and training will be given during routine CPD updates throughout the year.

Monitoring Arrangements

This policy will be reviewed every three years by the Policy committee.