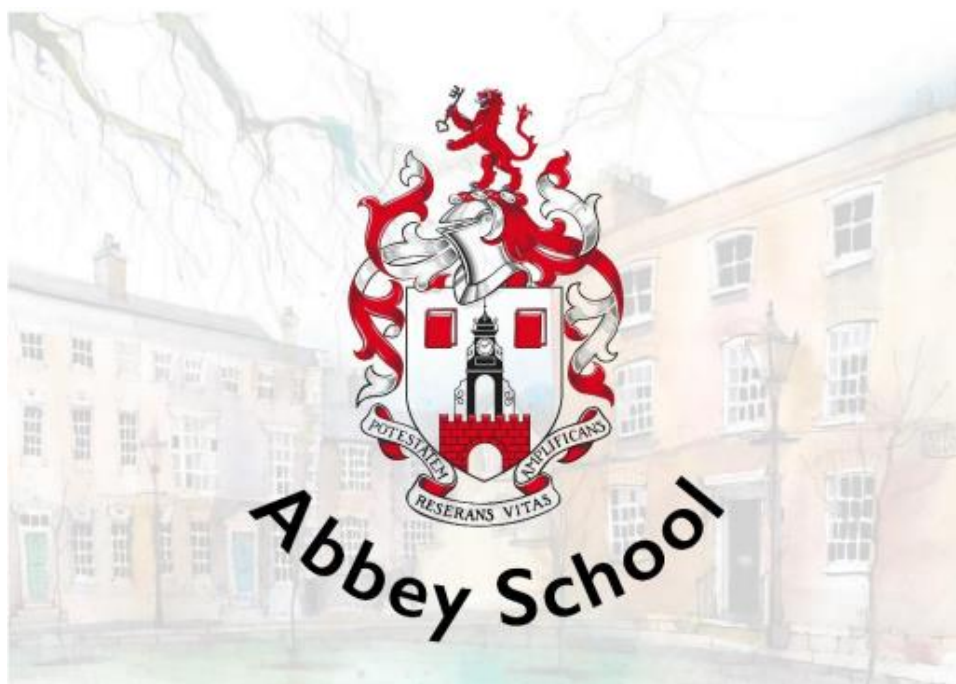




Remote Learning POLICY

Abbey School

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Other relevant policies:

Safeguarding and Child Protection Policy

Data Protection Policy

Home-School Agreement

ICT and Acceptable Use Policy

E-Safety Policy

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1. Policy Statement

Remote learning may be required in circumstances where pupils are unable to attend school in person due to illness, medical needs, short-term absence, recovering health conditions, severe weather, transport disruption or other exceptional circumstances that prevent safe access to onsite education.

At Abbey School, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. Remote learning may take many different forms, and like all other aspects of the Abbey School curriculum, learning is highly personalised in order to meet the individual needs of each pupil.

Examples of some of the different forms of remote learning that may be provided by teachers include but are not limited to:

- **Life skill tasks:** Supporting pupils to work towards independence in activities within the home setting including cooking and tidying up.
- **Self-regulation supports:** Tasks which support the development of a regulation toolkit which can be utilised in different scenarios. School staff may also support with a home visit in some circumstances when significant support and observation is required.
- **Communication activities:** Helping pupils to use their preferred communication system in the home setting, e.g. the use of a PECS book, AAC device, Makaton. This may also involve sharing a social story to help pupils to stay safe in a particular situation.
- **Online learning:** E.g. TEAMS video lessons, interactive resources
- **Core subject practice:** Tasks which support pupils working towards Individual Education Programme targets, e.g. ASDAN, functional skills.
- **Reading:** Sharing books together for enjoyment.
- Wherever reasonably practicable, remote learning arrangements will support delivery of EHCP outcomes and provision. Where this is not possible, alternative arrangements will be considered in consultation with families and commissioning authorities. The school will use reasonable endeavours to deliver high-quality education and therapeutic input remotely where attendance is not possible.

Through the implementation of this policy, we address the key concerns associated with remote learning, such as systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality learning content.
- Protect pupils from the risks associated with using an online resource through the internet.
- Ensure staff, parent/carer and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all pupils have the provisions required to take part in a form of remote learning when required and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

2. Legislation and guidance

Abbey School will have regard to:

- Section 19 of the Education Act 1996;
- The Children and Families Act 2014;

- The SEND Code of Practice: 0-25 Years (2015);
- Arranging education for children who cannot attend school because of health needs (DfE, December 2023);
- Providing remote education: guidance for schools (DfE, updated August 2024);
- Keeping Children Safe in Education (current edition).

3. Responsibilities

3.1. Teachers

When providing remote learning, teachers must be available during their normal working hours. 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, teachers are responsible for:

- Setting learning and engagement tasks
- Having an initial phone call with parents/carers at the start of the interruption to consider the home context and how remote learning may be best supported for the pupil and family concerned
- Setting personalised and differentiated learning tasks for all pupils they teach that relate directly to current targets
- Ensuring that all pupils have the necessary resources to engage in learning at home. This may include posting out physical resources, sending electronic resources or loaning out electronic devices from school
- Coordinating each pupil's personalised remote learning package through the transdisciplinary team
- Ensuring that all pupils (where supportive for them) have the opportunity to join their class peers for a virtual social meeting/activity each week
- Ensuring that EHCP requirements are met as much as is practicably possible and raising with SLT where there are elements that are difficult to embed within remote education
- Providing feedback
- Where learning tasks result in permanent products then photographs of these can be sent into school for feedback via Weduc or viewed directly during live 1:1 lessons
- Verbal feedback will be given during all live teaching sessions
- Feedback to parents/carers will occur during weekly phone calls
- Teachers will schedule a weekly phone call home to all parents/carers of pupils who are engaged in remote learning. This phone call will be with the teacher directly or another member of the class team. During these calls staff will check in on progression with learning goals and any pastoral support needs. Staff can then arrange for further input where required e.g., a phone call from a behaviour analyst, speech therapist or occupational therapist
- Teachers should reply to any messages from parents/carers/pupils within 24 hours and during working hours only. Teachers are not expected to communicate with families outside of typical working hours
- All calls to parents/carers should be logged on Arbor
- Where a teacher/class staff are unable to make contact with a family, this should be raised to SLT
- Reporting any concerns raised by parents to the SLT
- Ensuring that personal phones are only used in exceptional circumstances (e.g., when having to work from home). Records of calls must be kept and phone numbers withheld using 141
- Attending virtual meetings with staff, parents, pupils and external professionals
- Attend any requested meetings with parents/carers/pupils, external professionals and staff dressing appropriately in line with the Code of Conduct
- Ensuring that lessons/virtual meetings take place from an appropriate location. For example, avoid areas with background noise or anything inappropriate in the background

3.2. Learning Support Staff

When supporting remote learning, learning support staff must be available during their working hours. 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 supporting remote learning, learning support staff are responsible for:

- Supporting pupils who aren't in school with learning remotely as directed by the teacher or SLT
- Keeping in touch with pupils who aren't in school, and their parents as directed by the teacher or SLT
- Sourcing and making personalised resources to supplement home learning for pupils in their class
- Ensuring that personal phones are only used in exceptional circumstances (e.g., when having to work from home). Records of calls must be kept and phone numbers withheld using 141
- Attend any requested meetings with parents/carers/pupils, external professionals and staff dressing appropriately in line with the Code of Conduct
- Ensuring that lessons/virtual meetings take place from an appropriate location. For example, avoid areas with background noise or anything inappropriate in the background

3.3. Transdisciplinary Staff

When supporting remote learning, transdisciplinary staff must be available during their working hours. 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 supporting remote learning, transdisciplinary staff are responsible for:

- Liaising with the class teacher regarding how pupils with quantified and individualised therapeutic input can best access this remotely
- Liaising with the class teacher regarding behavioural support needs whilst at home
- Making arrangements directly with parents/carers as directed by the class teacher for any additional support/advice required for pupils to engage with their learning at home
- Responding in a timely manner to requests from the class teacher for advice/guidance and any request to contact a family directly should be responded to within 24 hours
- Ensuring that personal phones are only used in exceptional circumstances (e.g., when having to work from home). Records of calls must be kept and phone numbers withheld using 141
- Attend any requested meetings with parents/carers/pupils, external professionals and staff dressing appropriately in line with the Code of Conduct
- Ensuring that lessons/virtual meetings take place from an appropriate location. For example, avoid areas with background noise or anything inappropriate in the background

3.4. Senior Leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning with teachers and whether the tasks set are responsive to the needs of pupils
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring engagement in the remote learning offer
- Supporting staff with any issues and queries that arise in the course of remote learning
- Ensuring that the offer is universal and accessible to all

3.5. Designated Safeguarding Lead (DSL)

The role and responsibilities of the DSL is set out in the school Child Protection Policy. Ideally, a trained DSL will be on site at all times. Where this cannot be achieved, a DSL will be available by phone (for example, when working from home). The DSL will take responsibility for:

- Maintaining contact, collating and passing on information and responding to any concerns.

3.6. IT Staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work and to deliver live lessons
- Helping staff and parents 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 and SLT without delay
- Assisting pupils and parents with accessing the internet or devices
- Creating and maintaining staff and pupil accounts for online learning platforms
- Setting up email addresses for parents to contact school staff e.g., owlclassremotelearning@abbeyschool.com
- Keeping operating systems up to date
- Troubleshooting of IT issues
- Alerting the DSL of any safeguarding concerns
- Supporting admin teams with the distribution of devices to learners at home where appropriate/required

3.7. Pupils and parents/carers

Staff can expect pupils and parents/carers engaged in remote learning to:

- Be contactable during the school day – although consider that they may not be in front of a device due to the personalised nature of how home learning is delivered for our pupils
- Seek help if they need it, from teachers, learning mentors or transdisciplinary staff
- Alert teachers if they are unable to complete or engage with tasks
- Be respectful when making any concerns known to staff
- Read guidance and updates from the school on online safety to support keeping their children and young people safe online at home

3.8. Proprietary Body and Advisory Board

The proprietary body and advisory council are 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to Contact

If staff have any questions about remote learning, they should contact the following people:

- Issues in setting learning tasks – talk to subject lead or SLT
- Issues with behaviour – talk to the Behaviour Analyst
- 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 DPO (School Business Manager) or SLT
- Concerns about safeguarding – talk to the DSL

5. Data Protection

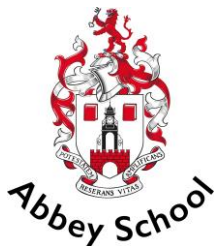
5.1. Accessing Personal Data

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

- Continue to use Weduc for the majority of communications with families
- Where email is required, use the class remote learning email address
- Only access personal data if necessary, for the purposes of remote teaching and learning
- Only connect to personal data on the school network using approved tools e.g., school office 365 account, Arbor, CPOMS

5.2. Processing Personal Data

Staff members may need to collect and/or share personal data such as telephone numbers 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. However, staff are reminded to collect and/or share as



little personal data as possible online. Staff must not put sensitive information at risk of compromise of confidentiality through the use of non-authorised accounts.

5.3. Keeping Devices Secure

All staff members will take appropriate steps to ensure that their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – staff should use strong, unique passwords and multi-factor authentication where available, in accordance with school ICT security requirements.
- Ensuring the hard drive is encrypted – this means that 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 that the device locks if left inactive for a period of time
- Not sharing the device among family or friends

6. Safeguarding

During any period of remote learning, staff will remain alert to safeguarding concerns, including those arising online. All remote communication must take place through approved school systems and in accordance with the Safeguarding, Staff Code of Conduct, ICT Acceptable Use and Online Safety Policies.

Any safeguarding concern identified during remote learning must be reported immediately in accordance with the school's safeguarding procedures.

The school recognises that emerging technologies, including artificial intelligence tools, can present both educational opportunities and safeguarding risks. Any use of such technologies during remote learning must comply with school safeguarding, online safety and data protection requirements.

7. Attendance

Where pupils are receiving remote education because they are unable to attend school, attendance will be recorded in accordance with current attendance regulations and Department for Education guidance. Remote participation does not constitute physical attendance at school and appropriate attendance codes will be applied.

8. Monitoring

This policy will be reviewed yearly by the SLT and approved by the Proprietary Body and Advisory Board.