



Ribblesdale High School

Pupil Remote Learning Policy

Last updated: 07 October 2020

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Statement of intent

At Ribblesdale High School, we understand the need to continually deliver high quality education, including during periods of remote learning. It is important for us to maintain high expectations in all areas of school life and ensure that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Signed by:



Headteacher

12st November 2020

Date:

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing in education'

1.3. This policy operates in conjunction with the following school policies:

Child Protection

Special Educational Needs and Disabilities (SEND) Policy

Behaviour for Learning

Accessibility Plan

Feedback Policy

Curriculum Aims

Non-examination Assessment Policy

Attendance Policy

2. Roles and responsibilities

- 2.1. The school's governing body is responsible for:
- Ensuring that the school has robust risk management procedures in place.
Ensuring that the school has a business continuity plan in place, where required.
 - Evaluating the effectiveness of the school's remote learning arrangements.
- 2.2. The headteacher is responsible for:
- The implementation and day to day management of the policy and procedures.
 - Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
 - Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
 - Overseeing that the school has the resources necessary to action the procedures in this policy.
 - Reviewing the effectiveness of this policy on a regular basis and communicating any changes to staff, parents, and pupils.
 - Arranging any additional training staff may require supporting pupils during the period of remote learning as well as training for pupils.
 - Conducting regular reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- 2.3. The school's Teaching and Learning lead and Senior Leadership Team are responsible for:
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
 - Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
 - Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- 2.4. The ICT Team are responsible for:
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
 - Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
 - Ensuring that all devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
 - Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
 - Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

2.5. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working and ensuring all safeguarding incidents are adequately recorded and reported.

2.6. The SENCO is responsible for:

- Liaising with the IT technicians to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- Ensuring teaching assistants are used effectively to support remote learning.
- Ensuring that pupils 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 pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.7. The headteacher in conjunction with the finance lead is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology, in conjunction with the school's IT lead.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety lead and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.

- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Adhering to the Staff Code of Conduct at all times.

2.9. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times requested and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times they are expected to be working.
- Reporting any absence.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.10. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times requested and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to 121support@ribblesdale.org as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour for Learning Policy at all times.

3. Resources

Learning materials

3.1. The school expects teachers to utilise Microsoft Teams to set work for pupils during a period of remote learning. Teachers might like to consider the following to support their teaching and the pupils' learning:

- Microsoft Teams
- OneNote
- Current online learning portals–e.g. Century Tech, LbQ, Doodle, GCSE Bitesize
- Educational websites
- Wider reading opportunities through online articles
- Live webinars

- Pre-recorded video or audio lessons
- 3.2. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
 - 3.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
 - 3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support students with SEND, where this is available.
 - 3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
 - 3.6. The school will review the resources pupils have access to and adapt learning to account for all pupils' needs by using a range of different formats.
 - 3.7. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
 - 3.8. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
 - 3.9. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with the school's feedback policy.
 - 3.10. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.11. The school will signpost parents via the usual methods of home/school communication towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.12. Where applicable, the school may provide the following provision for pupils who receive FSM:
 - Making food hampers available for delivery or collection.
 - Providing vouchers to families.

Costs and expenses

- 3.13. The school will not contribute to any household expenses incurred while students learn remotely, e.g. heating, lighting, or council tax.

- 3.14. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.15. The school will not reimburse any costs for childcare.

4. Online safety

- 4.1. Where possible, all interactions will be textual and public.
- 4.2. All staff using video communication must:
 - Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Use appropriate language – this includes others in their household.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they are visible.
- 4.3. All staff and pupils using audio communication must:
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute audio material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they can be heard.
- 4.4. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for students with SEND or for pastoral support from our Pastoral Coordinators. This will be decided and approved by the Deputy headteacher, in collaboration with the SENCO and pastoral team.
- 4.5. Pupils not using devices or software as intended will be disciplined in line with the Behaviour for Learning Policy.
- 4.6. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 4.7. During the period of remote learning, the school will maintain regular contact with parents to:
 - Reinforce the importance of children staying safe online.
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.

- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the school's Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The DSL and Deputy headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to the period of remote learning.
- 5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible and if not, staff must block their number being visible (e.g. 141).
- 5.5. The DSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.
- 5.6. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.7. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.
- 5.8. The DSL will meet (in person or remotely) with the relevant members of staff regularly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 5.9. All members of staff will report any safeguarding concerns to the DSL immediately.
- 5.10. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

- 6.1. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.2. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

- 6.3. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

7. Marking and feedback

- 7.1. All completed schoolwork requested from class teachers during a period of remote learning must be:
- Finished when returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Marked in line with the Feedback Policy.
- 7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Pupils are accountable for the completion of their own schoolwork – parents will be contacted if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. Teaching staff will monitor the academic progress of pupils and discuss additional support or provision with their line manager if necessary.
- 7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO if necessary.
- 7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will continue to support teachers with implementing these measures for remote learning through high quality CPD.

8. School day and absence

- 8.1. Pupils' remote learning lessons will commence at 9:10am and cease at 3:00pm Monday, Tuesday and Thursday, 3:25pm on Wednesday and 2:00pm on Friday. Pupils should take their breaks at the times they normally would if they were learning in school.
- 8.2. Teachers will 'invite' pupils to their lessons through the relevant Microsoft Teams class. Pupils will join the lesson and be prepared to fully engage in the learning.
- 8.3. Teachers will take a register at the start of the lesson, as normal.

- 8.4. Pupils who are unwell are not expected to be present for remote working until they are well enough to be – parents must have contacted school to inform our attendance officer.
- 8.5. Parents will contact school and inform the attendance officer if their child is unwell.
- 8.6. The school will monitor absence and lateness in line with the Attendance Policy.

9. Communication

- 9.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 9.2. The school will communicate with parents via letter, school website and text system about remote learning arrangements as soon as possible.
- 9.3. The headteacher will communicate with staff as soon as possible via text and Microsoft Teams about any remote learning arrangements.
- 9.4. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only expected during school hours.
- 9.5. Members of staff will have regular contact with their line manager.
- 9.6. As much as possible, all communication with parents will take place within the working day, where parents are available and have provided relevant contact details.
- 9.7. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 9.8. Issues with remote learning or data protection will be communicated to 121support@ribblesdale.org as soon as possible so they can investigate and resolve the issue.
- 9.9. Teachers will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

10. Monitoring and review

- 10.1. This policy will be reviewed on a needs basis by the headteacher, determined by the school's situation and changes in the local requirements for remote learning.
- 10.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 10.3. The next scheduled review date for this policy is December 2020.

Appendix a – Remote Learning during the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

DfE (2020) 'Adapting teaching practice for remote education'

DfE (2020) 'Guidance for full opening: schools'

DfE (2020) 'Get help with technology during coronavirus (COVID-19)'

DfE (2020) 'Get laptops and tablets for children who cannot attend academy due to coronavirus (COVID-19)'

DfE (2020) 'How schools can plan for tier 2 local restrictions'

DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'

Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

2. Contingency planning

- 2.1 The school will work closely with the LA to ensure the premises is COVID-secure and will complete all necessary risk assessments.
- 2.2 The school will work closely with the local health protection team when local restrictions apply and implement the provisions set within their contingency plan.
- 2.3 The school will communicate its contingency plans for local restrictions with parents.
- 2.4 If local restrictions are **not** applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group.

Tier 1 local restrictions

- 2.5 The school will remain open if tier 1 restrictions are in place, and remote learning will not be provided at this time, other than any instances where we need to ask single classes or 'bubbles' to self-isolate.

Tier 2 local restrictions

- 2.6 The school will adopt a rota system which will require a combination of remote learning and classroom-based learning to be provided. The rota will allow for one week at home and one week in school.
- 2.7 Children of critical workers and vulnerable children will be able to access full-time on-site provision. Attendance for these pupils will be strongly encouraged.
- 2.8 When considering remote learning in a rota system, teachers will:
- Set work so that pupils have meaningful and ambitious work every day, including new content.
 - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
 - Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- 2.9 Pupils who will be unable to engage effectively in remote education at home due, e.g. to a lack of devices or quiet space to study, might be considered vulnerable and, therefore, able to attend full-time on-site provision.

Tier 3 local restrictions

- 2.10 The upper tier local authority or government will limit on-site attendance to specified year groups along with vulnerable children and children of critical workers. All other pupils will receive remote education in line with section 3 of this appendix.

Tier 4 local restrictions

- 2.11 The upper tier local authority or government will limit on-site attendance to just vulnerable pupils and children of critical workers. All other pupils will receive remote education in line with section 3 of this appendix.

3. Teaching and learning

- 3.1 All pupils will have access to high-quality education when remote working.
- 3.2 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 3.3 When teaching pupils who are working remotely, teachers will:
- Set assignments so that pupils have meaningful and ambitious work every day, including new content.
 - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
 - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos, live lessons and pre-recorded content.

- Assess progress by using questions and other suitable formative assessment opportunities and be clear on how regularly work will be checked.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
 - Plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers at the start of every lesson for 20 minutes – 5 minutes registration and 15 minutes live or pre-recorded teaching, as a minimum.
 - Teachers will be available to pupils throughout the lesson via their class Team, should pupils need support with their work.
 - Teachers will record at least the first 20 minutes of lessons, so pupils can access at a later date if needed.
- 3.4 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 3.5 Teachers will continue to make use of formative assessments throughout the academic year, e.g. EdTech opportunities.

4. Returning to school

- 4.1 The headteacher will ensure pupils only return to school when it is safe for them to do so.
- 4.2 After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school.
- 4.3 The school will listen to concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

- 5.1 This policy annex will be reviewed in line with any updates to government guidance.
- 5.2 All changes to the policy will be communicated to relevant members of the school community.