LAURENCE JACKSON SCHOOL

REMOTE EDUCATION POLICY

Date of Next Review: January 2025

Responsible Officer: Head Teacher

Remote Education Policy

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Statement of intent

At Laurence Jackson School, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual student or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all students have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

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

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1. [UPDATED] Legal framework

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

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Student Registration) (England) Regulations 2006
- DfE (2023) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- [UPDATED] DfE (2023) 'Keeping children safe in education'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Behaviour Policy
- Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct
- Student Code of Conduct
- Technology Acceptable Use Agreement for Students
- Technology Acceptable Use Agreement for Staff
- Assessment and Feedback Policy
- Curriculum Policy
- Children Missing Education Policy
- Home Visit Risk Assessments

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2. Roles and responsibilities

The governing board will be responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Deciding whether information regarding the school's remote education offering should be published on the school's website.

The headteacher will be responsible for:

- Ensuring staff, parents and students adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that students have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the governing board and communicating any changes to staff, parents and students.
- Arranging any additional training staff may require to support students with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting termly reviews of the live online lesson arrangements to ensure students' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

Staff members will be responsible for:

- Adhering to this policy at all times when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the DSL, and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote education to the ICT manager.

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- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.

The SENCO will be responsible for:

- Liaising with the ICT manager to ensure that the technology used for remote education is accessible to all students and that reasonable adjustments are made where required.
- Ensuring that students with EHC plans continue to have their needs met during periods of remote education, and liaising with the headteacher and other organisations to make any alternate arrangements for students with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while students with SEND receive remote education.
- Ensuring that the remote education provision put in place for students with SEND is monitored for its effectiveness.
- Liaising with the headteacher and LA in circumstances where delivering remote education to students with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The DSL will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT manager to ensure that all technology used for remote education is suitable for its purpose and will protect students online.
- Identifying vulnerable students who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable students take part in remote education.
- Identifying the level of support or intervention required while students take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The DPO will be responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and students are aware of the data protection principles outlined in the UK GDPR.

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- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The health and safety officer will be responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that students 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.

The SBM will be responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for students to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The ICT manager will be responsible for:

- Ensuring that all school-owned 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.

Parents will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely 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.
- Reporting any absence in line with the terms set out in 'Attendance and absence' section of this policy.

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- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Students will be responsible for:

- Adhering to this policy at all times during periods of remote learning and live lesson protocol (Appendix 1)
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers 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 Policy at all times.

3.   Resources

Learning materials

The school will utilise a range of different teaching methods when delivering remote education. A parent guide to remote learning is available in Appendix 2. For the purpose of providing remote learning, the school may make use of the following:

- Class charts
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning. 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.

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The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

Where remote education is needed, the school will ensure that it is equivalent in length to the core teaching students would receive in schools and includes recorded or live direct teaching time, as well as time for students to complete tasks and assignments independently.

Remote education will be provided for five hours a day for students in KS3 and KS4.

When setting remote education work, the school will consider the student's age, stage of development and any SEND. The school will also consider where this would likely require significant levels of support from parents, e.g .younger students or students with SEND who likely need parental involvement to facilitate engagement with remote education.

The school recognises that interactive lessons are most effective in aiding students' motivation and academic progression and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources students have access to and adapt learning to account for this.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for students with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for students with SEND where appropriate – the SENCO will also contact the student's parents to see how the student can be supported by adults while learning remotely.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Students will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For students who cannot access digital devices at home, the school will, where possible, apply for technology support through their trust board.

Students and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The ICT manager is not responsible for providing technical support for equipment that is not owned by the school.

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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 'marking and feedback' section of this policy.

Food provision

The school will signpost parents towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

The school will work with their catering team and/or food provider to ensure good quality lunch parcels are provided to students eligible for FSM who are accessing remote education until they are able to attend school.

Costs and expenses

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

The school will not reimburse any costs for travel between students' homes and the school premises, or childcare costs.

If a student is provided with school-owned equipment, the student and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4.   Systems and technology

Staff will only download software for live online lessons from a trusted source, e.g. Apple App Store, Google Play or a reputable provider's official website.

The ICT manager will research the providers the school will use for live online lessons, taking into account ease of use, privacy measures and suitability for the purposes of live online lessons. Where necessary, they will refer to government-approved resources, e.g. from the National Cyber Security Centre (NCSC) and from the South West Grid for Learning, when selecting their recommended providers.

Teachers will review the DfE's list of online education resources and utilise these resources as necessary.

To prevent the misuse of remote education software, staff will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.
- Ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.

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- Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.
- Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online lesson.
- Ensure all students due to attend live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure they do not fall behind their peers who do have access.
- Ensure streaming and online chat functions are disabled for students.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, teachers will consider using video demonstrations accompanied by supporting explanation. Students will be encouraged to take regular physical exercise to maintain fitness.

5.   [UPDATED] Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to the potential need for remote education.

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education.

[Updated] Regular communications with parents will be used to reinforce the importance of keeping pupils safe online. Parents will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:

The sites that they will be accessing.

- The school staff that they will be interacting with.

The DSL will arrange for regular contact to be made with vulnerable students during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable students will be made using school phones where possible.

All contact with vulnerable students will be recorded on paper and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable students' social workers or other care professionals when the student is receiving remote education, as required.

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All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the student.
- Only take place following the completion of a Home Visit Risk Assessment.

Vulnerable students 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.

The DSL will meet, in person or remotely, with the relevant members of staff weekly to discuss new and current safeguarding arrangements for vulnerable students learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. Students 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.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.

The planning of live lessons will always be carried out in conjunction with the school's DSL.

The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of students attending the lesson.

Students will not share private information through the live online system. Students will not respond to contact requests from people they do not know when using systems for live online lessons.

Students will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via email. Students will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Support staff will be on hand to supervise and handle any sudden changes or developments, such disputes between students, that may occur during the live online lesson.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

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The school will ensure that parents know what students are expected to do for a live online lesson, including the websites students will be asked to use and the school staff students will interact with online. See live lesson protocol in Appendix 1.

The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the government-approved resources on child online safety to support parents further.

6.   Data protection

Staff will have due regard for the school's Data Protection Policy at all times whilst conducting live online lessons.

The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and students via email and the school's school media platforms

The school will obtain consent from parents if any images or identifying information about any student may be used during the live online lesson, e.g. by using video conferencing, via letter.

The school will provide students with a school email address and login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by students.

Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson.

Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of students instead of full names.

7.   Student conduct

The school will provide students with a copy of the Student Code of Conduct to ensure they understand their responsibilities with regards to conduct during live online lessons.

The school will ensure that students sign and return the Technology Acceptable Use Agreement for Students prior to taking part in live online lessons.

Students will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background.

Students will be reminded not to record live online lessons on their devices.

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Students will not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

Students will adhere to the school's Behaviour Policy at all times during live online lessons, as they would during a normal school day.

The school will ensure that any students who breach the code of conduct will be disciplined in line with the school's Behaviour Policy.

8.   Staff conduct

Staff will follow the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons.

The school will ensure that staff read, sign and return the Technology Acceptable Use Agreement for Staff prior to commencing live online lessons.

Staff will only use school-provided email addresses and phone numbers to communicate with students when conducting live online lessons.

Staff will only use school-owned devices for conducting live online lessons, where possible.

Staff will not share personal information whilst conducting live online lessons.

Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.

Staff will communicate with students within school hours as far as possible, or within hours agreed with the school to suit the needs of staff.

Staff will only communicate and conduct live online lessons through channels approved by the SLT.

Staff will keep a log of what happens during live online lessons, e.g. behavioural issues or technical glitches, and ensure it is properly documented in line with the school's Records Management Policy.

9.   Students with SEND

The school will ensure students with SEND receive any additional support with live online lessons where needed, e.g. from an additional member of staff within the live online lesson via phone call.

Staff will be sensitive to the needs of any students who may be sensitive to certain topics or issues that may arise during live online lessons.

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The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for students with SEND.

The school will ensure that the appropriate curriculum, teaching and support will be available to students with SEND to ensure they continue to learn effectively. Additional measures will be considered for students with SEND to mitigate the risk of students falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

The school will work collaboratively with families to put arrangements in place that allow students with SEND to successfully access remote education when necessary.

10. Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public.

All staff and students using video communication will:

- Wear suitable clothing – this includes others in their household.
- 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 video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

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All staff and students using audio communication will:

- 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.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for students with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Students not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will communicate to parents via email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. 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.

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.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

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11. Marking and feedback

All schoolwork completed through remote learning will 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 student's ability.
- The student's own work.
- Marked in line with the Marking and Feedback Policy.
- Returned to the student, once marked, by an agreed date.

Students and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, students will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school.

Students are accountable for the completion of their own schoolwork – teaching staff will inform parents via class charts communication if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible. Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

The school will log participation and student engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via class charts communication or, if there is a concern, individually via telephone.

The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and students which displays exemplary work and rewards engagement or outcomes.

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12. Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff and the ICT manager will ensure students are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, students will be encouraged to take a five-minute screen break every two hours. Screen break frequency will be adjusted to five minutes every hour for younger students or students with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a student's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

13. Attendance and absence

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for students is restricted
- Individual cases where a student is unable to attend school but is able to learn

The school will continue to record student attendance and absence in the register in line with the education regulations and attendance guidance, using the most appropriate code, and in line with the school's Attendance and Absence Policy.

Students will be present for remote learning by 8.30am and cease their remote learning at 2.40pm from Monday to Friday, with the exception of breaks and lunchtimes. Remote learning will follow the normal school day for each year group.

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Students with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Students who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform school via normal absence processes no later than 8:30am if their child is unwell.

The school will monitor absence and lateness in line with the Attendance and Absence Policy.

For individual cases where a student is unable to attend school but is able to partake in remote education, the school will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the student back to school. Remote education will only be provided when it is judged that its provision will not adversely affect the student's return to school.

School closures and attendance restrictions

The school will ensure that every effort is made to ensure students can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all students; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and students. The DfE's emergency planning guidance will be consulted in the event of school closures or attendance restrictions.

14. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via class charts and social media platforms about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and students will be done via school email addresses.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that students learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

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Members of staff will have contact with their line manager once per week.

As much as possible, all communication with students and their parents will take place within the school hours outlined in the 'Attendance and absence' section.

Students will have verbal contact with their form tutor daily via Teams meeting.

Parents and students will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the students' teacher as soon as possible so they can investigate and resolve the issue.

The students' teacher will keep parents and students informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

15. Monitoring and review

The headteacher, SENCO and DSL will review the measures outlined in this policy termly to ensure it reflects the most up-to-date circumstances of the school's online learning provision.

The headteacher and governing board will schedule a review of the effectiveness of this policy annually.

Any changes to this policy will be communicated to relevant stakeholders, including parents and teachers.

The next scheduled review date of this policy is January 2025.

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Appendix 1: LJS Live Lesson Protocol

Laurence Jackson School is committed to ensuring the highest possible standard of safeguarding and online safety. The personal safety and wellbeing of each student and staff member working with Laurence Jackson School is paramount. This document outlines the protocol that must be adhered to when staff are conducting live lessons, tutorials, and/or meetings with students. Our expectations of students, staff and parents are clearly described in the detail below.

Live Lesson Application:

Live lessons will always be carried out through the School's ICT system and any other access will not be authorised. At Laurence Jackson School, we have decided to use the Microsoft Teams application. We have chosen this application because it best meets the needs of our school in conjunction with our network provider. Teams is a digital platform which offers live quality video, audio, and a wireless screen-sharing performance.

As a school we reserve the right to enable or disable the application functions based on the specific lesson being delivered. At this time, all lesson participants will be centrally muted by the lesson deliverer. Further decisions will be made prior to the lesson on application functions by the Deputy Headteacher i/c Teaching and Learning and lesson deliverers. These decisions will be made based on how best to support teaching and learning during the scheduled live lesson. This is to ensure the safety of both students and teachers and prevent information, images or inappropriate content being used through the application of these functions.

The functionality of the applications will be disabled or enabled by the school administrator at the source irrespective of using the school's equipment or a personal laptop/computer. Whether or not students are using their own or the school's equipment, we will still seek parents'/careers' agreement to follow and adhere to our school's Acceptable Use Policy.

Under no circumstances should any digital resources created by staff or students at Laurence Jackson School, for the purpose of remote learning, be modified, sampled, edited or redistributed in any way. Examples include, but are not limited to:

- the taking of screen-shots of live lessons,
- the sharing of weblinks to online content, such as recordings of live lessons with individuals outside the intended audience,
- the sampling of audio from participants in a live lesson.

Live Lesson Consent and Communication:

Participants' consent for live lessons is assumed during a remote learning period. Staff will plan accordingly, providing students and parents with preferably 3 days' notice. Live lessons will take place between the hours of 8.30am and 3.30pm. Out of hours sessions may also be conducted as after-school revision sessions between 3.30 – 6pm.

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Staff will communicate with parents/students via email to share the allocated programme for live lessons. This communication will also include this Live Lesson Protocol as an attachment. Students will then receive Microsoft Teams invites to attend live lessons applicable to them.

Full guidance and joining instructions for Microsoft Teams is accessible via this link https://bit.ly/30MNl9X

Other Frequently Asked Questions by students:

- **How do I join the live session?** There is a short video clip here to help students to join a Teams meeting and access the live lesson.
- **What do the toolbar functions mean in a Teams meeting?** There is a short video clip here for students.

Quality Assurance and Monitoring:

As part of our ongoing commitment to the safeguarding of both students and staff, the use of the application will be heavily monitored by our ICT team/ Deputy Headteacher and Designated Safeguarding Lead (DSL) to ensure that any inappropriate use or problems are reported and addressed as soon as possible.

Under no circumstances should staff or students use personal accounts or information to communicate with one another. Any concerns about this should be reported to the Headteacher and DSL.

All live sessions will be conducted where possible by two staff; one lesson deliverer and one member of staff acting as the remote online support during the lesson. Where the chat functionality is enabled, students must only use this function to feedback comments relating to learning in the lessons. Any student using the chat function inappropriately will be removed from the lesson and consequences will be issued as per the school's Behaviour and Online Safety Policies. Where the chat function is disabled, students can seek help via emailing the member of staff supporting the remote session.

All live sessions are recorded by staff during delivery and can be sent to the student for recap purposes and are stored for school records only. Under no circumstances should a student record a session; this is strictly under the control of Laurence Jackson School.

Expectations of Students:

At Laurence Jackson School, the following expectations are in place and should be adhered to and understood by students before any remote learning is provided:

- I will use the equipment and application safely and appropriately at all times.
- I will report any issues or concerns directly to my parent/teacher/school.
- I will present at my live lessons fully dressed in day time clothing.
- I will ensure the session is completed in an appropriate communal area of my home
- I will turn my web camera off and ensure my microphone is muted.

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- I will not record the session or cause it to be recorded.
- I will not modify, edit or redistribute any LJS remote digital resources.
- I will seek help from the teacher through the method identified to me at the start of the lesson e.g. via email or via the chat function.
- I will ensure all my chat comments are appropriate and are linked only to the learning in the lesson.
- I understand that any misconduct in the chat will result in this functionality being removed.
- I will not have any other person present during the session, except for a parent/carer who is responsible for my supervision in the family home.

Expectations of Parents/Carers

At Laurence Jackson School, the following expectations are in place and should be agreed and understood by you as a parent/carer before any remote learning is provided:

- I will support my child in using the equipment and application safely and appropriately at all times.
- I will be available for the supervision of my child and understand I have primary responsibility for the welfare and safety of my child during an online lesson and that I should be present in the property at the time of the sessions
- I will not record the session or cause it to be recorded.
- I will not modify, edit or redistribute any LJS remote digital resources.
- I understand that the school will take action if they have any concerns regarding mine or my child's behaviour or inappropriate use of the equipment.
- I agree to comply with the school's Acceptable User Policy as well as this Remote Learning Policy.

Expectations of Staff:

At Laurence Jackson School, the following expectations are in place for staff and are adhered to in conjunction with the school's Staff Behaviour Policy:

- I will use the equipment and application safely and appropriately at all times.
- I will follow the expectations of our school's staff behaviour policy at all times.
- I will organise the programme for live lesson delivery and application functions with the Deputy Headteacher i/c of Teaching and Learning.
- I will be appropriately dressed and in a non-identifiable teaching space throughout the session.
- I will conduct a live session with at least one of member of staff present.
- I will make it clear that I am recording the lesson for school systems and processes.
- I will not modify, edit or redistribute any LJS remote digital resources.
- I will adhere to GDPR guidelines to maintain the data protection of all information regarding the students I am educating.
- I will report any concerns directly to the Headteacher/Designated Safeguarding Lead.
- I agree to comply with the school's Acceptable User policy as well as this Remote Learning Policy.

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Appendix 2: Parent/Carer Remote Learning Guidance

Remote Education Provision at Laurence Jackson School

This information provides clarity to student and parents/carers about what to expect from remote education where national or local restrictions are required. Please note the first couple of days of our remote education programme may look different than the approach outlined here as we take the necessary actions to prepare long term plans.

All remote education provision will follow the planned curriculum for each year group as outlined here. Where curriculum adaptations are needed in our practical subjects, lessons will be modified to ensure they are suitable for remote learning.

Our remote learning programme involves live lessons in all subjects across a two-week timetable, together with time for your child to work independently on subject specific work that will be set in the live lessons and/or allocated to them on class charts. Teachers will ensure screen breaks are built in to lessons when students are working independently on tasks set.

Our pastoral programme will be adapted to be delivered remotely and consideration will be given to appropriate themes based on the remote learning model. Your child will also have contact from their Form Tutor daily through a Teams meeting during their usual morning registration time.

Remote provision programmes and updates will be shared on our school media platforms, via student emails and the weekly parental bulletin.

Frequently asked parent/carer questions:

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Yes, your child will be taught the same curriculum remotely as we do in school.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day as per their usual school timetable (5hrs).

How will my child access any online remote education you are providing?

All remote education will be delivered via the Office 365 Platform. All live lessons will take place via Microsoft Teams. The Live Lesson Protocol is available in the Remote Learning Policy and must be adhered to by students when engaging with live lessons. Any communication with regard to remote learning will be via your child's school classchart account and Microsoft Teams.

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If my child does not have digital or online access at home, how will you support them to access remote education?

Your child can access support if they do not have a device at home e.g. laptop/ iPad/ mobile phone on which to access the remote learning successfully. Please contact your child year manager who will support you. Students are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore set work with this in mind. This means that we will not expect the printing of material.

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:
- live teaching
- pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- narrated PowerPoints created by class teachers.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- subject specific study work that will set on class charts

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect your child to attend all live lessons at their scheduled times as per their timetable; attendance at live lessons will be closely monitored and pastoral staff will contact home.

We expect all parents/carers to:
- provide support at home with establishing the daily and weekly routine to support their child's remote learning timetable and a quiet place to learn.
- study the live lesson protocol and ensure their child meets the expectations outlined to students as part of this protocol.
- contact school if they have engagement concerns about their child. Specific subject concerns should be addressed to your child's teacher.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?
1. Class teachers will record lesson attendance and absence will be followed up as per normal school attendance processes.
2. Class teachers will ensure students who meet/exceed expectations receive achievement points in Class Charts.
3. Class teachers will email students who have not completed key tasks. If no response is received from a student, the class teacher will then log 'No evidence of remote learning' in Class Charts to notify parents/carers
4. If there are concerns about the quality of tasks submitted and thus progress concerns, the class teacher will contact students via email to offer support, ascertain what issues are, what the student is struggling with. If there is no response or there are still concerns a 'Remote Progress Concerns' in Class Charts will be issued to notify parents/carers
5. Year Managers will review these overall Class charts notifications and will discuss as part of their fortnightly phone calls home.

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6. If there are continued concerns, the class teacher will speak to their Subject Leader regarding progress/engagement concerns. Subject Leaders will then liaise with Year Managers if concerns persist.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to providing feedback on a student's work is as follows:

- Teachers are responsible for providing constructive feedback to your child in a timely manner during the remote learning period.
- Subject Leaders are responsible for overseeing the type and regularity of feedback, and will liaise with SLT to ensure consistency.
- During live lessons, the chat function will be used as a communication channel between teachers and students. The assigned live lesson supporting teacher can provide ongoing feedback and support to students during the lesson
- Whole class feedback will be used to support the process of remote feedback to students to highlight common misconceptions with the subsequent use of starter tasks as modelled answers narrated by the teacher.
- Your child should continue to use the green pen policy to improve work at home based on feedback.
- Low stakes assessments and quizzes will be used to continually revisit core knowledge. The functionality in Microsoft Forms allows Multiple Choice Questions (MCQ) to be created with immediate feedback to your child.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

- Upon a period of school closure, the AHT (SENDCO) communicates with all EHCP students/parents to encourage attendance at school and outline SEND arrangements to support a student's remote learning.
- EHCP and some targeted SEND K student are assigned LSAs to support them with remote learning during school closure periods where appropriate.
- LSAs are assigned to attend all live lessons with daily virtual drop ins then available to students with accessing live lesson content and follow up work.
- LSAs are provided with lesson resources and are copied in to all emails sent to students so they can support your child at home.
- EHCP/Nurture face to face sessions are provided twice weekly to support students.
- A bespoke Programme for remote learning may be offered to specific students led by their teachers and supported by assigned LSAs.

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If my child is not in school because they are self-isolating due to covid-19, how will their remote education differ from the approaches described above?

Where individual students need to self-isolate how remote learning is provided will likely differ from the approach for whole school groups. This is due to the challenges of teaching students both at home and school. Isolating students will receive access to work and a range of resources as per their normal timetable, this work will be set on class charts.

Student who are isolating and unwell are not expected to access and complete work. Parents should contact school as per normal absence processes to inform school their child is unwell