



# Remote Education Policy

**02.09.2024**

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Ratified by the LGB

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## **1. Background**

- 1.1. This Remote Education policy aims to
  - 1.1.1. Ensure consistency in the approach to remote education for all students who are not in school through use of quality online and offline resources and teaching videos.
  - 1.1.2. Include continuous delivery of the academy curriculum.
  - 1.1.3. Support effective communication between the academy and families to support and prioritise attendance. "Remote education should not be viewed as an equal alternative to attendance in school." (DfE 2024)
  - 1.1.4. This policy "only applies to pupils of compulsory school age." (DfE 2024)
  - 1.1.5. "Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning." (DfE 2024)

## **2. Scenarios where remote education should be considered**

- 2.1. Academy closure or restrictions on attendance, where academy access for students is restricted.
- 2.2. Individual cases where a student is unable to attend the academy but is able to learn. These circumstances should only involve a short-term absence and might include students:
  - 2.2.1. Recovering from short-term infectious illnesses
  - 2.2.2. Preparing for or recovering from some operations
  - 2.2.3. Recovering from injuries where attendance might inhibit recovery
  - 2.2.4. Who are part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the student's return to the academy (attendance affected by a SEND or a mental health issue).

## **3. Content and tools to deliver this remote education plan**

- 3.1. Our online tool is ClassDojo whereby parents and carers can keep communication via text, photos and videos with the teacher. We also use the Oak National Academy to support learning. For all our students we understand that parents and carers engagement is of the essence in the success of closing the learning gaps whilst at home.

- 3.2. For more information on how to use ClassDojo, please click on this link: <https://classdojo.zendesk.com/hc/en-us/categories/200185365-For-parents>
- 3.3. We use a combination of the following approaches to teach students remotely:
  - 3.3.1. Recorded teaching (e.g. Oak National Academy lessons, video/audio recording made by the class team or from a third party)
  - 3.3.2. Printed paper packs produced by the class team (workbooks, worksheets)
  - 3.3.3. Textbooks and reading books students have at home
  - 3.3.4. Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
  - 3.3.5. Long-term project work and/or internet research activities (but the academy will avoid an over-reliance on these approaches)
  - 3.3.6. Class Dojo for communication and delivering tasks and activities.

#### **4. Home and school partnership**

- 4.1. When a student is absent, the academy should always seek to overcome the barriers to attendance and provide support for the student to attend, regularly reviewing any barriers with the student, parents or carers, if appropriate a relevant medical professional, a social worker.
- 4.2. In the limited circumstances when the academy decides to use remote education for students when they are absent, the following should be considered:
  - 4.2.1. Ensuring mutual agreement of remote education by the academy, parents or carers, potentially students and if appropriate a relevant medical professional or social worker. The local authority should also be involved in the decision.
  - 4.2.2. Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
  - 4.2.3. Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the student returns to in person education with the required support in place to meet their needs.

- 4.2.4. The remote education plan should be kept under review in consultation with staff and should demonstrate a consideration of any additional burdens that providing remote education may place on staff and families.

## **5. Roles and responsibilities**

### 5.1. Class Teams

- 5.1.1. Will set work for the students in their classes.
- 5.1.2. The work set, where possible, will follow the long-term plans in the curriculum, same learning and topics in school.
- 5.1.3. Weekly/daily work will be shared and uploaded on Class Dojo with copies sent home if required.
- 5.1.4. Will monitor and record the types of learning being carried out on a weekly basis.
- 5.1.5. Any complaints or concerns shared by parents or students should be reported to a member of SLT – any safeguarding concerns, refer immediately to the DSL.

### 5.2. Heads of Key Stage:

- 5.2.1. Will contact home at least twice a week to check on safety / learning / emotional well-being and any further support required.
- 5.2.2. If there is a concern around the level of engagement of a student, parents/carers should be contacted via phone to assess whether school intervention can assist with engagement.

### 5.3. Senior Leaders

- 5.3.1. Alongside any teaching responsibilities, senior leaders are responsible for:
- a) Co-ordinating the remote learning approach across the academy including daily monitoring of engagement
  - b) Monitoring the effectiveness of remote learning – explain how they will do this, such as through regular meetings with the class teams and subject leaders, reviewing work set or reaching out for feedback from students and parents/carers.
  - c) Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### 5.4. Designated Safeguarding Lead (DSL)

5.4.1. The DSL is responsible for managing and dealing with all safeguarding concerns and co-ordinate multi-agency activities. For further information, please refer to the Safeguarding and Child Protection Policy.

5.5. Network Manager

5.5.1. Fixing issues with systems used to set work

5.5.2. Helping staff with any technical issues they are experiencing

5.5.3. Reviewing the security of remote learning systems and flagging any data protection breaches

5.5.4. Assisting students and parents with accessing the internet or devices

5.5.5. Reporting on filtering and monitoring concerns to the Head Teacher / DSL. This can be done for devices taken home (by students and staff).

5.5.6. Further information available from :

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges>

5.6. Students and parents/carers

5.6.1. Staff can expect students learning remotely to

a) Compete work to the deadline set by the class team

b) Seek help if they need it, from the class team

c) Alert the class team if they are not able to complete work

d) Alert the class team of any inappropriate communication with peers or adults

5.6.2. Staff can expect parents with children learning remotely to

a) Make the academy aware if their child is sick or otherwise cannot complete work

b) Seek help from the academy if they need it

c) Be respectful when making any complaints or concerns known to staff. The academy has a zero tolerance towards abuse.

**6. Engagement and feedback**

6.1. Expectations:

6.1.1. As there are no lessons livestreaming the academy finds that it is easier that parents and carers set a home routine for learning within their day.

- 6.1.2. The class team will provide parents and carers with a remote learning timetable to outline work with for the day. The academy understands it cannot always be implemented. However, having a routine at home for learning increases the chance for the student to close the gaps in their learning whilst not attending school.
- 6.1.3. For all of our students the academy understands that parents and carers engagement is vital to ensure students retain prior learning as well as make continued progress.
- 6.2. Checking engagement and progress (assessment):
- 6.2.1. The class team will check students' engagement with remote education on a weekly basis by contacting parents/carers via Class Dojo. Parents/carers will be able to attach photos and videos but also type any feedback. The class team will respond to parents/carers feedback and provide the Next Steps for learning.
- 6.2.2. Students may not be able to access remote education without support from adults at home. The academy acknowledges the difficulties this may place on families and will work with parents and carers to support these students. Please see section 4 Home and School Partnership.
- 6.2.3. Students will receive feedback on their work when they complete their tasks and activities. They will also be provided with a Next Step comment where appropriate.
- 6.2.4. Parents/carers may allow their children to type a message on Class Dojo to the teaching team to confirm their understanding and answer questions from the teacher.
- 6.2.5. Quizzes marked automatically via digital platforms can also be used for a valid and effective method of assessment.
- 6.2.6. Photos and videos sent by parents/carers can be used as evidence for assessment.

## 7. Changes

Description	Date	Page	Section
New	02.09.2024	n/a	n/a

## Appendix 1

Access to wider support services

Please find external support via these links:

Family Hubs: <https://www.coventry.gov.uk/familyhubs>

Children Speech and Language Therapy:

<http://www.coventrychildrensllt.co.uk/>

Care and Support (Adults):

[https://www.coventry.gov.uk/info/78/care\\_and\\_support](https://www.coventry.gov.uk/info/78/care_and_support)

Early Help: <https://www.coventry.gov.uk/earlyhelp>

SEND local authority:

[https://www.coventry.gov.uk/info/62/coventry\\_send\\_support\\_service](https://www.coventry.gov.uk/info/62/coventry_send_support_service)

Physical Difficulties (16-25 years old)

[https://www.coventry.gov.uk/homepage/1151/physical\\_16-25\\_years\\_old?your-area-keyword=&your-area-category=1122&your-area-postcode=&your-area-radius=5](https://www.coventry.gov.uk/homepage/1151/physical_16-25_years_old?your-area-keyword=&your-area-category=1122&your-area-postcode=&your-area-radius=5)

Physiotherapy:

[https://www.coventry.gov.uk/directory\\_record/36379/physiotherapy\\_-\\_children\\_and\\_young\\_people](https://www.coventry.gov.uk/directory_record/36379/physiotherapy_-_children_and_young_people)

Coventry Youth Council: <https://www.coventry.gov.uk/youthcouncil>

Emotional Wellbeing: <https://cwise.com/>

CAHMS:

<https://cid.coventry.gov.uk/kb5/coventry/directory/service.page?id=1gnbxwqvmMQ>

Children and Young People's Mental Health Services:

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/children-and-young-peoples-mental-health-services-cypmhs/>

Internet Safety: <https://www.bagintonfields.coventry.sch.uk/parents-carers-1/new>

Home Learning Resources: <https://chatterpack.net/blogs/blog/resources-list-for-home-learning>

Learning at Home: <https://www.bagintonfields.coventry.sch.uk/parents-carers-1/learning-at-home/e-learning-1>

Please visit our website for more information

[www.bagintonfields.coventry.sch.uk](http://www.bagintonfields.coventry.sch.uk)

## Appendix 2

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.



# REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

## 1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



## 2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



## 3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



## 4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks; however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



## 5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



## 6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



## 7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



## 8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



## 9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



## 10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends every day might take its toll.



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

Sources: Remote education good practice. DfE guidance. | Safeguarding and remote education during coronavirus (COVID-19). DfE guidance.  
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## Appendix 3

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.



# REMOTE EDUCATION 10 TOP TIPS FOR CHILDREN

Remote education ensures continuous learning outside the classroom. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However, it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote education and to support them in ensuring their experience is as safe and secure as it can be.

## 1. TREAT REMOTE EDUCATION THE SAME AS CLASSROOM LEARNING

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.



## 2. USE CLASSROOM LANGUAGE

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.



## 3. TAKE REGULAR SCREEN BREAKS

Whilst remote education might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.



## 4. ALWAYS CONDUCT VIDEO LEARNING IN AN OPEN SPACE AT HOME

To get the best experience from remote education, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.



## 5. ONLY COMMUNICATE THROUGH APPROVED SCHOOL PORTALS AND PLATFORMS

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.



## 6. STICK TO TEACHER RULES AND GUIDELINES AROUND REMOTE EDUCATION

Your school should issue you with guidance on remote education and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.



## 7. DRESS IN SCHOOL UNIFORM

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.



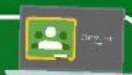
## 8. DON'T SHARE PASSWORDS OR OTHER SENSITIVE INFORMATION

In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.



## 9. DON'T USE SCHOOL PLATFORMS TO DISCUSS PERSONAL MATTERS.

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.



## 10. LOOK AFTER YOUR MENTAL HEALTH AND WELLBEING.

Remote education ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

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