

REMOTE LEARNING POLICY

01 INTRODUCTION

- 01.1** This policy provides non-statutory guidance on providing high-quality remote education when it is not possible, or is contrary to government guidance, for some or all pupils to attend the AP.

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at the AP is not possible, but pupils are able to continue learning.

02 LEGISLATION AND GUIDANCE

- 02.1** This policy is informed by the following legislation and guidance:
- [Providing remote education: guidance for schools - GOV.UK](#) – Updated 19 August 2024

03 AIMS

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in the AP
- Set out expectations for all members of our community with regards to what remote learning looks
- Provide appropriate guidelines for data protection

03.1 PRIORITISING ATTENDANCE

Attendance is essential for pupils to get the most out of their AP experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in the AP. For this reason we would consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from the AP. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

We consider the approaches set out in this guidance while also working closely with pupils, parents, carers, and any other relevant partners such as the local authority, to remove any barriers to attendance as detailed in the Working together to improve the AP attendance guidance.

Pupils absent from the AP and receiving remote education still need to be marked as absent in the register.

03.2 SCENARIOS WHERE REMOTE EDUCATION SHOULD BE CONSIDERED

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- The AP closures or restrictions on attendance, where the AP access for pupils is restricted
- Individual cases where a pupil is unable to attend the AP but is still able to learn

03.3 THE AP CLOSURES OR RESTRICTIONS ON ATTENDANCE

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort should be made to ensure pupils can be taught in person by attending their AP or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure the AP remains open to all pupils, there may still be some exceptional occasions when the AP leaders or the local authority decide

that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, the AP should consider providing remote education to help pupils stay on track with the education they would normally receive.

This policy provides a plan that outlines any remote education procedures for staff, parents, carers and Pupils.

There should only be limited circumstances where a pupil is unable to attend the AP but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from the AP has been established, the AP should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to the AP, and only when it is judged that providing remote education would not adversely affect the pupil's return to the AP.

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

03.4 WORKING WITH THE LOCAL AUTHORITY

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education.

Statutory guidance sets out that local authorities should provide education as soon as it is clear that the child will be away from the AP for 15 days or more during the school year, whether consecutive or cumulative. While the s.19 duty sits with the local authority, the AP should work closely with them and any relevant medical professionals to ensure that children with health needs are fully supported at the AP, including putting in place individual healthcare (IHC) plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

03.5 CONSIDERATIONS WHEN PROVIDING REMOTE EDUCATION TO INDIVIDUAL PUPILS

When a pupil is absent, the AP should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional.

Remote education should not be viewed as an equal alternative to attendance in the AP, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible. In the limited circumstances when the AP decides to use remote education for individual pupils when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the AP, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to the AP, 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 the AP at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim

that the pupil returns to in person education with the required support in place to meet their needs.

03.6 FREE SCHOOL MEALS AND REMOTE EDUCATION

Where pupils eligible for benefits-related free school meals are receiving remote education, we will work with the catering team or caterer either to provide good quality lunch parcels or to issue a food voucher if available. This will ensure that eligible pupils continue to be supported for the period they are unable to attend the AP.

03.7 PROVISION FOR PUPILS WITH SEND

If pupils with SEND are not able to attend the AP and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. The AP needs to put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively.

Some pupils with SEND may not be able to access remote education without adult support. The AP should work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The duty under the Children and Families Act 2014 for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a pupil's special educational needs continues to apply when remote education is in place. In addition, if a pupil has an Education, Health and Care plan, whether they are in a mainstream or special school, the AP must work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met.

The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty.

It may be challenging or impossible for the AP to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, the AP must instead consider, in cooperation with the local authority and the mainstream school (if the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.

04 ROLES AND RESPONSIBILITIES

04.1 CLASS TEACHERS (LEAD FACILITATORS)

When providing remote learning, lead facilitators must be available between during their normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, facilitators are responsible for:
Setting work, by ensuring:

- work is suitable for their class
- work will cover the child's self-isolation period
- work is uploaded to Microsoft Teams or paper packs are provided, where necessary
- they co-ordinate with other teachers, including those teaching in the AP, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

Providing feedback on work

- Commenting on work via One Note on Microsoft Teams

04.2 ASSISTANT FACILITATORS

When assisting with remote learning, assistant facilitators must be available between their normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in the AP with learning remotely, as directed by the lead facilitator. This may include listening to individual readers, making well-being phone calls etc.
- Attending virtual meetings with staff, parents and pupils
- Ensure they are appropriately dressed (normal work clothes)
- Ensure their location is appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

04.3 SENIOR LEADERSHIP TEAM (SLT)

SLT are responsible for:

- Co-ordinating the remote learning approach across the Alternative Provision – team leaders to work with their teams to coordinate approach, where possible
- Monitoring the effectiveness of and engagement in remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

04.4 DESIGNATED SAFEGUARDING LEAD

The DSL is responsible for:

- Referring any concerns to social care
- Monitoring the engagement of children who are the subject of child protection plans or are considered vulnerable who are working remotely
- Referring cases of suspected abuse to Nottinghamshire Safeguarding Children Partnership or Derby and Derbyshire Safeguarding Children Partnership
- Attending all relevant meetings for children
- Being contactable via email or telephone by concerned staff members or parents
- Remaining in contact with all external agencies for regular updates
- Keeping all records up to date Facilitators are responsible for recording attendance each session and submitting it to Freedom Foundation's AP administration team who will submit this information to the office.

04.5 PARENTS/CARERS

Staff can expect parents to:

- Ensure their child completes work set
- Support their children in uploading completed work so that the teacher can provide feedback, where needed.
- Whilst we understand that some parents will be working from home, parents will be expected to take an active interest in their child's work
- Make the AP aware if their child is sick or otherwise can not complete work
- Seek help from the AP if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

04.6 STUDENTS

Staff can expect pupils learning remotely to:

- Be contactable during the AP day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or support staff
- Alert teachers if they're not able to complete work

04.7 GOVERNING BOARD

The Governing Board is responsible for:

- Monitoring the AP's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

05 DATA PROTECTION

05.1 ACCESSING PERSONAL DATA

When accessing personal data, all staff members must:
Use Remote Desktop to work remotely.

When working remotely from the AP, staff must use their network login to access Office 365.

Staff are required to be even more vigilant regarding emails requesting log-in to Office 365 accounts using their network password, or asking them to click on linked documents, as there will be more scam/phishing/malware emails during periods of extensive remote working.

05.2 SHARING PERSONAL DATA

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as an Alternative Provision and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

05.3 KEEPING DEVICES SECURE

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

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

06 SAFEGUARDING

Please refer to our Safeguarding policy, which can be found here: [Alternative Provision](#)

07 LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- Data protection policy
- IT and E-Safety policy

08 MONITORING ARRANGEMENTS

08.1 This policy will be reviewed as guidance from the local authority or DfE is updated, and annually as a minimum by the head of provision. At every review, the policy will be approved by the full governing board.

09 REVIEW

09.1 We keep this policy under regular review

Review of this Policy: April 2025

Next Review Date: April 2026

Reviewed By: Laura Grant

Position/Role: Director of Freedom Foundation