

Oxford Diocesan Bucks Schools Trust (ODBST)

"Empowering our unique schools to excel"



REMOTE LEARNING POLICY

ODBST Level 1 Statutory Policy:	ALL Schools require this policy with no changes allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, except where a school contact is required as identified in the content of the policy. LGBs will note adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	Safeguarding and child protection policy E-safety policy SEND policy Curriculum policy Behaviour policy Anti-bullying policy
Committee responsible:	SEC
Approved by:	SEC
Date Approved:	31 st January 2024
Review Date:	Spring term 2027

Changes to statute direct that schools have a legal duty to provide remote education for school-age children unable to attend school due to coronavirus (COVID-19).

The statute requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the [guidance for full opening](#) published in January 2021.

1. Policy References

- 1.1. The ODBST expects that schools will allow for teaching classes online where this is reasonable and practicable and where in person teaching is not possible for a pupil or groups of pupils. This policy contains acceptable use agreements for staff and pupils and these will apply in this case. These must be signed by pupils and, where necessary, parents.
- 1.2. The ODBST Trustees have revisited their E-safety and Safeguarding Policies and ask leaders to remind staff of the staff code of conduct and the agreed safeguarding statement about the use of video platforms for contacting pupils or their families. In allowing this as a format

for learning or contact no member of the staff should engage in one to one online tuition to help safeguard children and staff.

- 1.3. There are a number of online options that schools may consider, ranging from merely setting homework or providing access to online resources through video tutorials and interactive video conferencing. Staff capability and the age of children is going to determine each approach.

2. Technology & Systems

- 2.1. Schools must ensure the technology and Internet connection speed which will be required for everyone to participate (e.g. devices) and ensure that all pupils are able to engage in learning; maybe through a device loan system, use of post to submit assignments or the availability of mobile phone signal.
- 2.2. Senior leaders should consider activities carefully when planning and remind families of the filtering and monitoring arrangements that are in place through school.
- 2.3. Ensure that staff and children don't incur surprising costs, e.g. mobile data access charges as video utilises significant amounts of data.
- 2.4. Ensure access to school technical services to provide advice and answer queries as often technical glitches can distract from the smooth running of a learning session. If interactive conference is being used, it may benefit from logistical support to help participants overcome access queries or glitches and to allow the teacher to concentrate on the objective of the online class.
- 2.5. Consider the security of devices, in particular cameras and microphone and ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.
- 2.6. Staff should not use personal devices and should only use school provided equipment.

3. Curriculum

- 3.1. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, schools should have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.
- 3.2. In developing these contingency plans, schools should:
 - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations;
 - give access to high quality remote education resources;
 - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use;
 - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;

- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and work with families to deliver a broad and ambitious curriculum.

3.3. When teaching pupils remotely, schools should:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos;
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding;
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teacher.

4. Age

- 4.1. It is important that schools consider the age of the pupils, both in terms of the age requirements of the service you are using, together with their ability to participate.

5. Special Educational Needs

- 5.1. For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. Schools should use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.
- 5.2. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- 5.3. Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case-by-case basis, avoiding a one size fits all approach.

6. Location/Environment

- 6.1. If live video and audio is being used, the ODBST expects that there will be careful consideration of the location that everyone uses. Children should not be in their bedrooms when accessing remote learning. A school may choose to use a conferencing service that allows the teacher to disable or enable users' microphone and video cameras.

7. Behaviour

- 7.1. Each school must be clear about the expectations of both pupil and staff behaviour; a 'classroom standard' of behaviour is expected from all participants.
- 7.2. Each school should put in place clear ground rules; creating safe spaces and explaining these as the introduction to each session. Examples may be who can speak. If this is the first time that classes are delivered online, it may take some time in becoming familiar with the new environment.

8. Recording/Record Keeping

- 8.1. Each school should make a note of the conference timing and a list of all those participating, including those that arrived/departed early or late. Be clear about whether it is acceptable for pupils to record events and expectations/restrictions about onward sharing.
- 8.2. When a school records the session, all participants should be made aware of this. It's important to know how long any recordings are kept for and how to access them.

9. Personal Data

- 9.1. The conference service may require the sharing of personal data, e.g. usernames to invite in. ODBST email addresses should be used by ODBST staff as Data Protection laws still apply.

10. Safeguarding

- 10.1. Keeping children safe online is essential. The statutory guidance Keeping Children Safe in Education (2023) always applies when engaging in remote learning and expectations remain the same.
- 10.2. The ODBST will continue to ensure that all filtering and monitoring systems are in place during remote learning activities and that any concerns will be reported and managed accordingly and in line with KCSiE 23.
- 10.3. Online or offline, effective safeguarding requires a whole-school approach. Planning for online or distance learning activities should include the school's safeguarding team as part of the planning process. Ensure online tuition follows best practice:
 - no 1:1s, groups only;
 - staff and children must wear suitable clothing, as should anyone else in the household;
 - any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred;
 - the live class should be recorded so that if any issues were to arise, the video can be reviewed;
 - live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day;
 - language must be professional and appropriate, including any family members in the background;
 - staff must only use platforms agreed by the SLT of their school to communicate with pupils;
 - staff should record the length, time, date and attendance of any sessions held;
 - open invitation to SLT.

- 10.4. All schools should ensure that pupils know who they can contact within the school for help or support if they have any safeguarding concerns and how they can make this contact
11. All ODBST staff must agree and adhere to the terms on acceptable use of the school's ICT systems and the internet including implementing multifactor authentication, and ensuring that pupils follow the school's terms on acceptable use as determined in the ODBST E-Safety Policy.